

University of Texas at El Paso
Bachelor of Social Work Program
SOWK 3430: Research Methods in Social Work
crn: 12658
Fall 2020

Meeting Time: Hybrid – meeting on BlackBoard



Instructor: Bruce D. Friedman, PhD, ACSW, CSWM, LCSW

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Office Hours: virtually accessible Monday – Thursday from 9:00 am to 6:00 pm Fridays 9:00 to 3:00 pm or by appointment

I. Course Description

Research Methods in Social Work (4-0). This class will provide students with an understanding of various processes for building knowledge for practice and for evaluation of service delivery. The concept and processes of evidence-based practice as utilized in social work will be learned and applied. Ethical standards, use of critical thinking, and writing skills will be emphasized. Theoretical constructs for conducting culturally sensitive, quantitative/qualitative research in the borderland’s region will be examined.

Students will acquire skills in the use of technology, such as the internet, on-line discussion groups, and use of statistics for social work research.

II. Course Objectives (linked to EPAS)

Social work courses are designed to improve students’ competence through instruction, practice, and application of knowledge, values, and skills. “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6). Through course assignments, students demonstrate the ability to meet course objectives related to EPAS Competencies. This course focuses specifically on three aspects of social work competence: ethical and professional behavior (Competency 1), research-informed practice and practice-informed research (Competency 4), and evaluation of practice (Competency 9). Course assignments will assess and summarize students’ competency levels. Upon completion of this course students will be able to:

Competency	Course Objectives	Methods of Assessment
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1A	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision- making, ethical conduct of research, and additional codes of ethics as appropriate to context	Class Discussion & Project
1B	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Homework

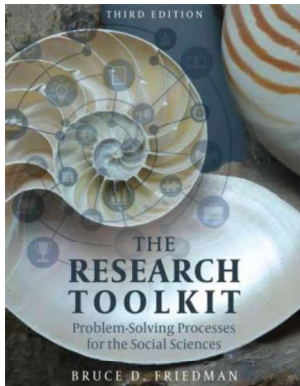
	Course Objectives	Methods of Assessment
1C	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Class Discussion, Homework & Project
1D	Use technology ethically and appropriately to facilitate practice outcomes	Assignments & Project
1E	Use supervision and consultation to guide professional judgment and behavior	Group discussions, assignments & Project
4A	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Group discussions, assignments & Project
4B	Use and translate research evidence to inform and improve practice, policy, and service delivery	Project
9A	Select and use appropriate methods for evaluation of outcomes	Project
9B	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Group discussions, assignments & Project
9C	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Group discussions, assignments & Project
9D	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Project

III. TEXTS

Required:

Friedman, Bruce D. (2017) *The Research ToolKit: Problem-Solving Processes for the Social Sciences* 3rd ed. San Diego, CA: Cognella.

American Psychological Association (2020) *Publication Manual of the American Psychological Association*, 7th ed.



IV. COURSE REQUIREMENTS, EVALUATION, GRADING

1. **Professional Conduct.** The mission of the UTEP Department of Social Work is to prepare competent and ethical social work practitioners who possess the knowledge, skills, and values required to prevent social problems, intervene in problem areas, and improve the social conditions of the region through culturally sensitive practice. Personal responsibility is a necessary part of the professional practice of social work. Attendance, punctuality, and participation are necessary components of personal responsibility. As a hybrid class, attendance means being active in the BlackBoard Course through discussions and when there are virtual meetings. Professional participation requires familiarity with the assigned readings. Assignments are to be submitted by Sunday at 11:59 pm of the week they are due. Late assignments will be accepted only after consulting with the instructor with a justifiable rationale. Problems of unprofessional conduct will be addressed through the advisement and student status review procedures outlined in your student handbook.
2. **Academic Honesty:** Rigorous honesty is necessary for the practice of professional social work. The statement on academic honesty in the university catalog is the minimum standard that will be applied in this course. See also the *NASW Code of Ethics* and the *Publication Manual of the American Psychological Association*. Students who display dishonesty will be referred to the Student Status Review process with a possible consequence of being recommended for discharge from the program.

3. **Writing Standards:** The ability to communicate using Standard Written English is a necessary component of professional practice. All assignments are to use Standard Written English. You cannot pass this class unless you demonstrate the ability to use Standard Written English. Refer to the *Publication Manual of the American Psychological Association*, which is the stylebook required for this department. Written work is to be typed or printed using one-inch margins and 12-point type using New Times Roman font. All assignments will be e-mailed through BlackBoard to retain confidentiality.

4. TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

○ **BLACKBOARD COLLABORATE SESSIONS**

- This class requires that you participate in scheduled Blackboard Collaborate sessions. The purpose of these sessions is for us to have some face time about the course material and/or to participate in small discussion groups with your classmates. These sessions will be held from 3:30 to 5:30 pm on Tuesday or Thursday. We will meet the following dates:

August 27th,

- Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.
- If you are unable to attend a Collaborate session, please let me know as soon as possible so that accommodations can be made when appropriate.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

5. STUDENTS WITH DISABILITIES:

Americans with Disabilities Act. The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The

Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation. If you have or suspect a disability and need accommodations, you should contact CASS at Union Building East #106. Phone: (915) 747-5148 voice or TTY. Fax: (915) 747-8712 Web: <http://www.sa.utep.edu/cass>.

Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. <http://admin.utep.edu/Default.aspx?tabid=68750>

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator: Gabriel Ramirez, JD, Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

915-747-8358 gramirez2@utep.edu

Resources for Student Success and Well-Being

For help with writing: The **University Writing Center (UWC)** (Library Building 2nd [ground] floor, #227) **(915)-747-5112** provides walk-in assistance with writing to all UTEP students at no cost. If you struggle with writing, the tutors at the UWC can help you. Check out their website – <http://academics.utep.edu/writingcenter>.

If you have a personal problem or issue that is affecting your studies, please contact the **University Counseling and Psychological Services** at **(915) 747-5302**. The center provides counseling, career advice, workshops on academic skills and personal-worth. Walk in appointments available. You can also visit a counselor in the Student Union at 202 Union West, www.utep.edu/counsel.

The Student Health Center is located in the Union Building East, Suite 100 (915) 747-5624.

Mental Health Crisis Line (915) 779-1800

National Suicide Prevention Hotline 1-800-273-8255 and Veterans Crisis Line 1-800-273-8255

National Alliance on Mental Illness (NAMI) (915) 534-5478

Related Resources

Center against Sexual Assault Family Violence Helpline: (915) 593-7300 or 1-800-727-0511

El Paso Police Department (911) or UTEP Police Department (915) 747-5611

Suspected harm of children or older persons, Child/Adult Protective Services 1-800-252-5400

National Domestic Violence Hotline 1-800-799-SAFE (7233)

V. Course Content

ASSIGNMENTS:

Attendance & class participation – this class is a hybrid class using BlackBoard. As a result, class attendance will include both when you log onto the course via BlackBoard as well as when you are in the virtual class sessions. Participation will be identified both by virtual class attendance and your posts to the class discussion. The initial participation will be done by a welcome message that must be completed before the end of the second Friday of the course. All initial discussion board posts should be completed by Thursday at 11:59 pm and responses to your classmates by Sunday at 11:59 pm.

Assignments – there are five assignments, each worth 10 points that are required throughout the quarter and will total 50% of your grade. The assignments are: 1) complete the CITI Human Subjects Protection course (go to: citiprogram.org – register for **human subjects research** and then **social behavioral researchers**) (see attached PowerPoint) and then submit a copy of certificate of completion; 2) write an evidence-based research question; 3) review five articles that will assist you in developing a design for an evidence-based study based on your question; 4) translating your question into study goals and objectives; and 5) provide a logic model for how you will gather the data. Assignments will be more specifically outlined on BlackBoard and can be downloaded, completed and resubmitted electronically.

Criteria	Non-performance	B a	Proficient	Distinguished
Apply relevant course concepts, theories, or materials correctly. 25%	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly. examples	Analyzes course concepts, theories, or materials correctly, using or supporting evidence.
Collaborate with fellow classmates, relating the discussion to relevant course concepts. 25%	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating the discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Apply relevant professional, personal, or other real-world experiences. 25%	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but contributions lack relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Support position with applicable knowledge. 25%	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

Discussions – There are a number of discussions throughout the course. To better enhance discussions, you will be placed in a base group for the semester. These will be the classmates with whom you are expected to interact on a regular basis. You are expected to provide an initial response by Thursday at 11:59 pm with a response to at least two class members by Sunday at 11:59 pm. This assignment is worth 20%. The discussion will be graded based on the rubric above.

Presentation of a research study – building upon all the previous assignments, a proposal to conduct a research study will be submitted. This presentation will be made within the base groups. Grading rubric will be posted on BlackBoard. Follow the guidelines for submitting an IRB protocol. The paper is to be typed and in APA format, not to exceed five pages. **Due beginning of week 14.** This assignment is worth 20%.

. Topics to be Covered

1. Introduction to social work research
2. Foundations to social work research, the role of theory
3. How to develop a researchable question through problem formation.
4. Searching, reading, and understanding the literature –
 - a. How to critically analyze the literature
 - b. How to write a literature review
5. Problem formulation and measurement
6. Constructing measures
 - a. Research by the numbers - statistics
7. Research Design
 - a. Experimental, Qualitative, Mixed Methods
 - b. Reliability and Validity
 - c. Survey
 - d. Single Subject

8. Sampling
9. Protection of Human Subjects
10. Presentation of data – Reporting findings

VIII. Grading

Attendance & class participation	10%
Multiple assignments (5 assignments at 10% each)	50%
Discussion participation	20%
Presentation of a research study	20%

Final grades will be determined as follows:

90% and above	A
80% to 89%	B
70% to 79%	C
69% to 60%	D
< 59%	F

IX. COURSE OUTLINE (subject to revision) – Weekly lectures are posted on Blackboard

Week Number:

- 1 Introduction to course and BlackBoard. Syllabus is available on BlackBoard with expectations, and written assignment, presentations, required readings, class structure and organization of assignments. Defining concepts associated with Evidence-Based Practice.

Class will meet Virtually on August 27.

Readings:

Friedman (2017) Chapter 1

- 2 Steps in the EBP Process and various research hierarchies. Developing a researchable question assignment is due.

Readings:

Friedman (2017) Chapter 2 & 4 & 10

Gibbs (2007) (on BlackBoard)

- 3 & 4 Literature review and how to do it. Ascertaining need.

Readings:

APA Manual Chapters 1 – 3

Friedman (2017) Chapter 3

Virtual Class Meeting on September 10.

Developing a Research Question Assignment Due September 12 at 11:59 pm

- 5, 6, & 7 Experimental, Quasi-Experimental, Single Subject Designs, Systematic Reviews, and Meta-Analyses.
Literature Review Assignment due
Virtual Class Meeting October 8.
Review five articles assignment – Due October 10 at 11:59 pm
Readings:
Friedman (2017) Chapter 7 & 8
- 8 - 11** Quantitative Studies and Data analysis
Readings:
Friedman (2017) Chapter 5, 6, 9, 11
Virtual Class Meeting October 29
Summative evaluation. Translating Goals assignment – Due October 31 at 11:59 pm
Instrumentation, validity, and reliability.
Goals and Objectives, translating them into intervention strategies. Formative and
- 12 & 13** Qualitative Studies
Readings:
Friedman (2017) Chapter 12
Logic Model Assignment – Due November 14 at 11:59 pm
Virtual Class meeting November 19
- 14** Deciding how to implement and report the measures. Writing a proposal, research report, journal article.
Complete the IRB Human Subjects Training.
Readings:
Friedman (2017) Chapter 13
Presentation of a research study – Weeks of November 29th and December 6th in Base Groups
- 15** Wrap-up and assessment. Presentation of Research Study due Week 15
Putting the social back in social work.

Additional Reading and Resources

- Bisman, C. D., & Hardcastle, D. A. (1999). *Integrating research into practice: A model for effective social work*. Belmont, CA: Brooks/Cole.
- Bisman, C. D., & Hardcastle, D. A. (1999). A model for using research methodologies in practice. Journal of Teaching in Social Work, 19(1/2), 47-63.
- Bloom, M., & Orme, J. (1993). Ethics and single-system design. Journal of Social Service Research, 18(1/2), 161-180.

- Bogo, M., Regehr, C., Hughes, J., Power, R., & Globerman, J. (2002). Evaluating a measure of student field performance in direct service: Testing reliability and validity of explicit criteria. Journal of Social Work Education, 38(3), 385-401.
- Bride, B. E. (2001). Single-gender treatment of substance abuse: Effect on treatment retention and completion. Social Work Research, 24(4), 222-231.
- Cohen, D. (2002). Research on the drug treatment of schizophrenia: A critical appraisal and implications for social work education. Journal of Social Work Education, 38(2), 217-239.
- Conboy, A., Auerbach, C., Schnall, D., & LaPorte, H. H. (2000). MSW student satisfaction with using single-system-design computer software to evaluate social work practice. Research on Social Work Practice, 10(1), 127-138.
- Davis, E. D. (1992). Reconsidering the use of race as an explanatory variable in program evaluation. New Directions in Program Evaluation, 53, 55-67.
- De Anda, D. (2001). A qualitative evaluation of a mentor program for at-risk youth: The participants' perspective. Child and Adolescent Social Work Journal, 18(2), 97-117.
- Derezotes, D. (2000). Evaluation of yoga & meditation trainings with adolescent sex offenders. Child and Adolescent Social Work Journal, 17, 97-111.
- Ducharme, F., LeVasque, L., Gendron, M., & Legault, A. (2001). Development process and qualitative evaluation of a program to promote the mental health of family caregivers. Clinical Nursing Research, 10, 182-202.
- Fanshel, D., Marsters, P. A., Finch, S. J., & Grundy, J. F. (1992). *Strategies for the analysis of databases in social service systems*. In A. J. Grasso, & I. Epstein (Eds.), Research utilization in the social services (pp. 301–323). New York, NY: Haworth Press.
- Flanagan, J. C. (1954) The Critical Incident Technique. Psychological Bulletin. Vol. 51:4.
- Friedman, B.D. (2021) *Community-Based Participatory Action Research: It's All About Community*. San Diego, CA: Cognella.
- Hasenfeld, Y., & Patti, R. (1992) *The utilization of research in administrative practice*. In A. J. Grasso, & I. Epstein (Eds.), Research utilization in the social services (pp. 221–234). New York: Haworth Press.
- Holden, G., Meenaghan, T., Anastas, J., & Metrey, G. (2002). Outcomes of social work

- education: The case for social work self-efficacy. Journal of Social Work Education, 38(1), 115-133.
- Huck, Schuyler W. (2008) *Reading Statistics and Research*. Boston, MA: Allyn & Bacon.
- Hudgins, C. A., & Allen-Meares, P. (2000). Translational research: A new solution to an old problem? Journal of Social Work Education, 36(1), 2-4.
- Kazi, M. A. F. (1998). *Single case evaluation by social workers*. Aldershot, England: Ashgate.
- Limb, G. E., & Organista, K. C. (2003). Comparisons between Caucasian students, students of color, and American Indian students on their views on social work's traditional mission, career motivations, and practice preferences. Journal of Social Work Education, 39(1), 91-109.
- Madison, A. (1992, Spring). Primary inclusion of culturally diverse minority program participants in the evaluation process. New Directions in Program Evaluation, 53, 35-43.
- Marlow, C. (2011). *Research methods for generalist social work (5th ed.)*. Belmont, CA: Brooks/Cole.
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research (3rd edition)*. Thousand Oaks, CA: Sage.
- Masi, D. A. (1997). Evaluating employee assistance programs. Research on Social Work Practice, 7(3), 378-391.
- McDowell, C. (1992, Spring). Standardized test and program evaluation: Inappropriate measures in critical times. New Directions in Program Evaluation, 53, 45-54.
- Monette, D. R., Sullivan, T. J., DeJong, C. R. (2011). *Applied social research: A Tool for the Human Services (5th ed.)*. Belmont, CA: Brooks/Cole..
- Montcalm, D., & Royse, D. (2002). *Data analysis for social workers*. Boston: Allyn & Bacon.
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- Morelli, P. T. T., & Spencer, M. S. (2000). Use and support of multicultural and antiracist education: Research-informed interdisciplinary social work practice. Social Work, 45(2), 166-175.

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- Leech, NL, Barrett, KC, & Morgan, GA (2011) *IBM SPSS for Intermediate Statistics: Use and Interpretation*, 4th ed. New York: Routledge, Taylor & Francis.
- Netting, F. E., & Williams, F. G. (2000). Expanding the boundaries of primary care for elderly people. Health & Social Work, 25(4), 233-243.
- Nicholson, B. C., Brenner, V., & Fox, R. A. (1999). A community-based parenting program with low-income mothers of young children. Families in Society: The Journal of Contemporary Human Services, 5-6, 247-253.
- O'Brien, N., McClellan, T., & Alfs, D. (1992). Data collection: Are social workers reliable? Administration in Social Work, 16, 89–100.
- O'Hare, T. (2005) Evidence-Based Practices for Social Workers: an interdisciplinary Approach. Chicago, IL: Lyceum Books, Inc.
- Orme, J. (2010). *Developing research based social work practice*. Basingstoke, NY: Palgrave Macmillan.
- Patton, M. Q. (1986). Utilization-focused evaluation (2nd ed.). Beverly Hills, CA: Sage.
- Poole, D. L., & Colby, I. C. (2002). Do public neighborhood centers have the capacity to be instruments of change in human services? Social Work, 47(2), 142-152.
- Rock, B. D., & Cooper, M. (2000). Social work in primary care: A demonstration student unit utilizing practice research. Social Work in Health Care, 31(1), 1-17.
- Royse, D. (2011). *Research Methods in Social Work* (6th ed.). Belmont, CA: Brooks/Cole.
- Rubin, A. & Babbie E. (2011). *Research methods for Social Work* (7th ed.). Belmont, CA: Brooks/Cole.
- Salkind, N. J. (2008). *Exploring research*, 7th ed.. Upper Saddle River, NJ: Prentice Hall.
- Salkind, N. J. (2013). *Statistics for people who (think they) hate statistics*, 5th ed. Thousand Oaks, CA: Sage.
- Soleman H. Abu-Bader (2010) *Advanced & Multivariate Statistical Methods for Social Science Research with a complete SPSS Guide*. Chicago, IL: Lyceum Books, Inc.

- Soleman H. Abu-Bader (2011) *Using Statistical Methods in Social Science Research*, 2nd ed. Chicago, IL: Lyceum Books, Inc.
- Soliman, H. H., Raymond, A., & Lingle, S. (1996). An evaluation of community mental health services following a massive natural disaster. Human Services in the Rural Environment, 20, 8-13.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
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- Tripodi, T. (1994). A primer on single-subject designs for clinical social workers. Washington, DC: NASW Press.
- Tsang, A. K. T. (2000). Bridging the gap between clinical practice and research: An integrated practice-oriented model. Journal of Social Service Research, 26(4), 69-90.
- Verdugo, E. D. (1998). *Practical problems in research methods: A casebook with questions for discussion*. Los Angeles: Pyczak.
- Westerfeld, A., & Dietz, T. J. (2001). *Planning and conducting agency-based research: A workbook for social work students in field placements*. Boston: Allyn & Bacon.
- Williams, C., Cantillon, P., & Cochrane, M. (2001). The clinical and educational experiences of pre-registration house officers in general practice. Medical Education, 35(8), 345-351.

Websites:

On-Line Stat Texts (free)

<http://www.onlinestatbook.com/>

Robert Wood Johnson Program Evaluation Examples

<http://www.rwjf.org/en/research-publications/assessing-our-impact/evaluations.html>

Tools and Resources for Assessing Social Impact

<http://trasi.foundationcenter.org/browse.php>

Community Tool Box: Needs Assessment

http://ctb.ku.edu/en/tablecontents/sub_section_main_1042.aspx

W. K. Trochim, The Research Methods Knowledge Base

<http://www.socialresearchmethods.net/kb/>

Logic Model Resource

<https://templatelab.com/logic-model/>