

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 385R	<b>Instructor's name:</b>	Namkee G. Choi, Ph.D.
<b>Unique Number:</b>	66330	<b>Office Number:</b>	3.122D
<b>Semester:</b>	Fall 2007	<b>Office Phone:</b>	(512) 232-9590
<b>Meeting Time/Place:</b>	M 2:30-5:20 PM SSW 2.130	<b>Office Hours:</b>	M 5:30-6:30 PM & by appointment
		<b>E-mail:</b>	<a href="mailto:nchoi@mail.utexas.edu">nchoi@mail.utexas.edu</a> * <a href="mailto:nchoi@austin.rr.com">nchoi@austin.rr.com</a> *

\*(Please send e-mail messages to both addresses for quick response.)

**SOCIAL WORK RESEARCH METHODS**

**I. Standardized Course Description**

This Foundation course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills they'll need to engage in the evidence-based practice process at all levels of social work practice. As part of that process, they will learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.

**II. Standardized Course Objectives: Upon completion of this course, students will be able to:**

1. Formulate answerable evidence-based practice research questions;
2. Efficiently conduct advanced searches of electronic bibliographic databases and other sources to find evidence bearing on evidence-based practice research questions;
3. Critically appraise sources of scientific evidence and explain how the criteria for that appraisal will vary depending upon the purpose of the research;
4. Discuss why research evidence needs to be integrated with practice expertise and idiosyncratic client preferences, circumstances and values in the evidence-based practice process;
5. Design evaluations as part of evidence-based practice.
6. Explain how both qualitative and quantitative research processes apply in evidence-based practice;
7. Define basic qualitative and quantitative research concepts and describe the basic principles of causal inference, and their relationship to the various types of research designs;
8. Describe key concepts in measurement bearing on evidence-based practice, such as sources of measurement error, reliability and validity, and measurement equivalence across cultures.
9. Find measurement instruments applicable to evidence-based practice, sources of evidence bearing on the suitability of those instruments for specific practice scenarios, and critically appraise those sources from the standpoint of measurement principles and cultural sensitivity.
10. Describe the logic of probability sampling procedures, issues in the use of non-probability sampling procedures, how sampling issues bear on conducting evidence-based practice research at mezzo and

macro levels of practice, and the implications of sampling for appraising and integrating sources of evidence in guiding practice decisions;

11. Describe how particular values and sensitivity to ethical issues influence the conducting of research;
12. Give examples of the issues that diversity (e.g., gender, ethnicity, culture, age, sexual orientation, race, class, and physical or mental ability) raises in the conduct of research and in appraising and utilizing research to guide practice decisions;
13. Critically appraise how social work commitment to equity and social justice influences and differentiates the social work research process.

### **III. Teaching Methods**

The primary means of instruction will be informal lectures, in-class exercises in small groups, and class discussions from the assigned reading. Students will be expected to have done the assigned reading before class and to actively participate in class and collaborate with one another.

### **IV. Required Texts and Readings**

#### **Required texts:**

Rubin, A. & Babbie, E. (2007). *Essential research methods for social work*, Belmont, CA: Thompson Brooks/Cole.

**Required research articles:** All of the following articles are accessible on-line in pdf files, and you **must** download it and read them.

- Bradshaw, W. & Rosenborough, D. (2004). Evaluating the effectiveness of Cognitive-Behavioral Treatment of residual symptoms and impairment in Schizophrenia. *Research on Social Work Practice, 14* (2), 112-120. Available: <http://rsw.sagepub.com/archive/>
- Brophy, G. (2000). Social work treatment of sleep disturbance in a 5-year-old boy: A single case evaluation. *Research on Social Work Practice, 10*(6), 748-758. Available: <http://rsw.sagepub.com/archive/>
- Corcoran, J. & Dattalo, P. (2006). Parent involvement in treatment for ADHD: A meta-analysis of the published studies. *Research on Social Work Practice, 16* (6), 561-570. Available: <http://rsw.sagepub.com/archive/>
- Delva, J., Allgood, J. Morrell, R., & McNeece, C. A. (2002). A statewide follow-up study of alcohol and illegal drug use treatment. *Research on Social Work Practice, 12*(5), 642-652. Available: <http://rsw.sagepub.com/archive/>
- Edmond, T., Sloan, L., McCarty, D. (2004). Sexual abuse survivors' perceptions of the effectiveness of EMDR and eclectic therapy. *Research on Social Work Practice, 14* (4), 259-272. Available: <http://rsw.sagepub.com/archive/>
- Fraser, M. W., Day, S. H., Galinsky, M. J., Hodges, V. G., & Smokowski, P. R. (2004). Conduct problems and peer rejection in childhood: A randomized trial of the making choices and strong families program. *Research on Social Work Practice, 14* (5), 313-324. Available: <http://rsw.sagepub.com/archive/>
- Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice, 16* (3), 338-355. Available: <http://rsw.sagepub.com/archive/>
- Lutwack-Bloom, P. Wijewickrama, R. & Smith, B. (2005). Effects of pets versus people visits with nursing home residents. *Journal of Gerontological Social Work, 44*(3/4), 137-159. (Please go through the UT library catalog page and follow the link provided there.)
- McAllister, C. L., Green, B. L., Terry, M. A., Herman, V., & Mulvey, L. (2003). Parents, practitioners, and researchers: Community-based participatory research with Early Head Start. *American Journal of Public Health, 93*, 1672-1679. Available: <http://www.ajph.org>

Padget, D. K., Gulcur, L. & Tsemberis, S. (2006). Housing first services for people who are homeless with co-occurring serious mental illness and substance abuse. *Research on Social Work Practice, 16*(1), 74-83. Available: <http://rsw.sagepub.com/archive/>

## **V. Websites that are relevant to this course**

<http://www.campbellcollaboration.org> (meta analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)

<http://www.cochrane.org> (meta analysis of the effects of health and mental health interventions)

[http://www.psych.org/psych\\_pract/treatg/pg/prac\\_guide.cfm](http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm) (practice guidelines for psychiatrists for each psychiatric/mental/cognitive disorders)

## **VI. Grading and Course Requirements**

### **Accumulated points and grading scale**

100-94 = A    93-90 = A-    89-87 = B+    86-84 = B    83-80 = B-  
79-77 = C+    76-74 = C    73-70 = C-    69-67 = D+    66-64 = D-    59 and below = F

### **Course requirements and grade assignment:**

1. Outline for a single-case evaluation study (for the instructor's feedback: ungraded; Due: 10/8/07):  
Submit a 1-page outline for your planned single-case evaluation study. The outline must briefly describe your dependent variable(s) and interventions, research design, method of data collection, and time line for the interventions. Although this outline will not be graded, those who do not submit the outline on time will be given a penalty of -2 points for each day it is late.
2. Two--mid-term and wrap-up--tests (15 point each, 30 points total, closed book; 10/22/07 & 11/19/07):  
Two multiple-choice tests will cover all materials assigned and/or discussed in class this semester.
3. Critical review paper (6 pages, double-spaced: 15 points; Due: 11/12/07): For this assignment, students are required to critically examine 3 empirical articles (based on analyses of quantitative or qualitative data) from the required reading list. Refer to the attached guidelines for this paper.
4. Report on a single-case evaluation study (7 pages maximum for the text only, not including the charts and reference list, double-spaced: 30 points; Due: 11/27/07): For this project, students should select something that they would like to change in themselves (the dependent variable: e.g., level of perceived stress; tendency to procrastinate; smoking, and binge eating), design and implement intervention(s) that are social work in nature (independent variable(s): e.g., cognitive-behavioral interventions and support groups) to change the targeted behavior, and measure and compare the status of the dependent variable before and during the intervention phase to evaluate the effectiveness of the intervention(s). Students are strongly recommended to select at least one scale/index from the Corcoran & Fischer book (refer to the Bibliography section at the end of this syllabus) as a measurement tool. Refer to the attached guidelines for the paper.
5. Group research proposal (12 pages maximum for the text only, double-spaced, for the body text of the proposal; Due: 12/10/07) and class presentation during the last week (12/3/07) of the semester (25 points for the written proposal and the presentation): For this assignment, each 4-student group is required to select an *evaluation of a program/service/intervention* and write a proposal for conducting the research, following the essential steps of a study: Formulation of answerable evidence-based practice research questions; literature review; hypotheses generation; choice of research design (e.g., analysis of existing data, quasi- or true experimental design, and/or a survey/interview of research subjects); planned methods

of sampling, data collection, and data analyses; anticipated findings and their implications for social work practice, programs, and/or policies; and anticipated limitations of the study with respect to its research design and methods of data collection. Given that this is a proposal, you do not need to engage in actual data collection, but must propose how you will carry out the data collection and analysis and what you anticipate to find from the data analysis. Refer to the attached guidelines for the proposal and the presentation. In addition to the group research proposal, each group will have a 15-minute presentation of its work to the class. Since all the group members will receive the same points based on the grade of the group project, it is very important for all the group members to work together. In case any group member has not done his/her share of responsibilities, the other group members should send the instructor a signed memo detailing the individual's lack of contribution. Upon receipt of such a memo, the instructor may assign a lower grade to the individual.

## **VII. Class Policies**

1. **Professional Conduct in Class.** I expect students to act like professionals in class. This means arriving at class on time, coming to class prepared to participate in the class discussion, and showing respect for your classmates and instructor and for one another's opinions. Being a graduate student can be a stressful experience especially when you have multiple other roles such as being a spouse, parent, and adult child caregiver (role overload and role strain). As professionals, however, all of us must conduct ourselves within the boundaries of the accepted norms of civility, responsibility, and respect for others. Please at least be mindful of the negative impact of your unprofessional speech and conduct on your classmates and instructor.
2. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Thus, students are expected to attend all classes, if at all possible. In case you have medical emergencies, doctor's appointment, personal or family crises, special events, and/or university sanctioned activities occurring during the regularly scheduled time of this class, you may miss up to 2 classes without penalty. Students who miss more than two classes during the semester will lose 5 points, and those who miss more than four classes during the semester will lose 10 points. Leaving class early will be counted as an absence unless the student provides a reasonable cause for doing so in advance and receives the instructor's permission.
3. Students are required to hand in assignments in hard copies at the beginning of the class on the date they are due. Students will lose 10% of the grade for the assignment for each day that the assignment is late. Any adjustment in assignment due dates and/or examination times **MUST** be discussed with the instructor at least 48 hours prior to the regularly scheduled date. Incompletes will not be allowed in this course.
4. Students are expected to do assigned readings before the class time and actively participate in class discussions and group exercises.
5. While scholastic dishonesty is not anticipated, students shall be subject to The University of Texas at Austin's policy on this subject, in case violations occur.
6. Students with Disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing).

## **VII. Course Schedule**

<b>Date</b>	<b>Description</b>	<b>Text/Readings</b>
Week 1 9/10/07	Review of syllabus and introduction to course Role of scientific method in Social Work  Introduction to evidence-based practice and policy Read description of <a href="http://www.campbellcollaboration.org">www.campbellcollaboration.org</a> and <a href="http://www.cochrane.org">www.cochrane.org</a>	Rubin & Babbie, Ch. 1-3 Gambrill (2006)

	Philosophical and political issues in Social Work research	
Week 2 9/17/07	More on evidence-based social work practice and policy  Ethics and Social Work research: At whose expense? Viewing of video: The Deadly Deception  Purposes/types of research The role of theory and literature review in Social Work research problem formulation	Rubin & Babbie, Ch. 4-6 Corcoran & Dattalo (2006): Review this article to learn how meta análisis is done.  <a href="http://www.utexas.edu/research/rs/c/humanresearch">www.utexas.edu/research/rs/c/humanresearch</a>
Week 3 9/24/07	Conceptualization, development of research hypotheses, operationalization; Levels of measurement	Rubin & Babbie, Ch. 7-8
Week 4 10/1/07	Research designs: Single-case evaluation designs Measurement in single-subject evaluation designs  Viewing of video: Evaluating Social Work practice: A user-friendly approach	Rubin & Babbie, Ch. 14  Brophy, G. (2000); Bradshaw, W. & Rosenborough, D. (2004)
Week 5 10/8/07	Causal inferences in group designs: Experimental and quasi-experimental designs and more  <b>Outline for a single-case evaluation study due 10/8/07</b>	Rubin & Babbie, Ch. 12 Fraser, M. W. et al. (2004)
Week 6 10/15/07	Reliability and validity in measurements; Sources of measurement error; Constructing and assessing measurement instruments	Rubin & Babbie, Ch. 8-9
Week 7 10/22/07	<b>MID-TERM TEST</b>  <b>Consultation time for single-case evaluation study</b>	
Week 8 10/29/07	Surveys and interviews Sampling  Article critiques	Rubin & Babbie, Ch. 10-11 Delva, J., Allgood, J. Morrell, R., & McNeece, C. A. (2002)
Week 9 11/05/07	Article critiques	Padget et al (2006) Lutwack-Bloom et al. (2005) Edmond, T. et al. (2004)
Week 10 11/12/07	Qualitative research methods; Unobtrusive research: Field, historical, and content analyses  Participatory research Program evaluation <b>Critical review paper due 11/12//07</b>	Rubin & Babbie, Ch. 13, 15, 16 McAllister et al. (2003)
Week 11 11/19/07	<b>WRAP-UP TEST, 11/19/07 (The rest of the class time will be used for a meeting of group members for the groups research proposal.)</b>	
Week 12 11/26/07	Coding, data entry, data cleaning; and data analysis (The class will meet in the IT classroom in the ground floor.) <b>In-class time for group proposal: Questions and clarifications</b>	Rubin & Babbie, Ch. 17

	<b>Single-case evaluation study paper due 11/26/07</b>	
Week 13 12/3/07	Presentation of group research proposals	
12/10/07	<b>Group Research Proposal due 2:00 pm, 12/10/07: Bring the proposal to the instructor's office (no class)</b>	

### **VIII. Description of Assignments and Suggested Formats:**

#### **In-class, closed-book, mid-term and wrap-up tests:**

For each test, there will be 30 (0.5 point each) multiple-choice and true-false type questions. The instructor provides opportunities for many in-class practice tests. The test questions will resemble the questions in the in-class practice tests.

#### **Guidelines for a single-case evaluation Study Paper (7 pages; please use section headings in your proposal)**

- **Title page:** Descriptive title of the study and your name
- **Introduction:** A description of the case; a description of the client system and a conceptualization of the client's problem. Include a statement of the client's goals and the social worker's (your) goals. (It is very important to adhere to the guidelines of confidentiality to protect the identity and privacy of your client/research subject. Make sure that you use an alias and edit/change any information that may lead to his/her identification.)
- **Research problem and hypotheses:** A statement about the research problem, i.e., the hypothesis or hypotheses, including identification of dependent and independent variable(s). The dependent variable is the targeted behavior that you try to change; and the independent variable(s) is (are) the interventions that you are practicing to change the targeted behavior. (Be brief here since a more detailed description of these variables can be provided in the method section.)
- **Conceptual/theoretical framework and literature review:** (1) The theoretical background of the hypothesis, and a rationale for it (including both why it is a reasonable hypothesis, and why it is significant or worth investigating), and any underlying assumptions; and (2) a review of relevant literature: What is already known and what needs to be known.
- **Method:** (1) Description of the research design and rationale for it (This should include attention to the baseline and its importance.); (2) Description of the interventions and a rationale for it (them), operationalization of dependent variable(s), rationale for the selected measures, and their reliability and validity; (3) methods of data collection and rationale for them and the measurement rigor including the discussion of any measurement errors that may have compromised the reliability and validity of your study; and (4) description of methods you employed to try to maximize the degree of internal validity and fidelity of intervention(s) (how did you make sure that you have adhered to the treatment/intervention guidelines); and (5) discussion of strengths and weaknesses in methods and how the weaknesses may be improved in future studies.
- **Findings (or Results):** Report of findings, including a visual presentation of the findings. Include at least two charts that show the stability or changes in the dependent variable(s) in the baseline and intervention phases, and describe the visual significance or nonsignificance of the findings.
- **Discussion and conclusion:** Discussion of clinical significance of results of study. Strengths and limitations of the study in terms of methods, interventions, and ethical issues. Implications for future research (e.g., how the study weaknesses may be improved in future projects).
- **References:** Follow the APA format.

Note: The student will NOT be graded on the basis of conducting a successful intervention, but on the basis of demonstrating an understanding of research in single-case evaluation studies.

### **Guidelines for a Critical Review Paper (6 pages)**

- Briefly summarize the nature and type of the study being conducted. Assess the merits of the justification for the study. Assess the quality and relevance of the theoretical framework and the literature review.
- Identification of the major research question(s) and/or hypotheses, and, if applicable, the dependent, independent, and other variables and their operational definitions.
- Assess the strengths and limitations of the study with respect to its research design; sampling procedures, measures, reliability and validity of the measurement; data collection methods, method of analysis, and implications.
- Your recommendations as to how the article can be improved. Or how would you have written it differently, if you were the author?

### **Guidelines for a Group Research Proposal (12 pages; please use section headings in your proposal):**

The purpose of the research proposal is to provide students with the opportunity for application of their learning in research method by planning an evaluation of a program/service/intervention. The students will apply the following research process in the proposal writing: (1) formulation of answerable research questions for evidence-based practice; (2) searching and critical appraisal of research literature on a topic chosen by the student group; (3) selection of appropriate research design(s) for the planned evaluation; (4) description of planned data collection methods and data collection instruments and measures; and (5) brief description of data analysis plan, expected findings, and dissemination plan. Always include complete reference and appropriate citations.

**Title Page:** Descriptive title, group members' names, date, and a very brief (one paragraph) synopsis.

**Introduction** (1 page): Describe the purpose of the study and the specific research question(s) that you will be studying. Then, describe the significance of the chosen questions to evidence-based social work practice with reference to one or a few of the following criteria:

- a) Adding to the knowledge base for evidence-based practice by testing the efficacy or effectiveness of promising interventions
- b) Testing efficacy or effectiveness of existing interventions for a critical or underserved population (e.g. rural older adults, racial/ethnic minority groups)
- c) Has implications for the practical and effective solution of a specific problem(s) that is prevalent

**Literature Review, Theoretical Framework, and Hypotheses for the Evaluation** (2-3 pages): For literature review, what is the essence of the previously published works relevant to this contemplated evaluation? What is the current state of our knowledge about the efficacy and effectiveness of the intervention on the outcome(s) that you plan to focus on? What are the strengths and deficits of the previous studies? In which areas is essential knowledge lacking for the evidence-base of the intervention? You are not expected to make an exhaustive review of the literature -- perhaps 8-12 articles will be adequate. One to three non-research articles are acceptable out of the 8-12 chosen.

Following the critical appraisal of current status of knowledge, provide a conceptual/theoretical framework guiding your evaluation. Examples may include learning theory, systems theory, role theory, life course perspective, and so on. Theories are essential to provide the foundation for your assumption (study hypotheses) about why the program/service/intervention is likely to help your clients achieve an outcome or outcomes that they set out to achieve.

State your evaluation hypotheses. (e.g., A 12-week cognitive behavioral therapy is more effective than usual care (case management as usual) in reducing depressive symptomatology among disabled older adults at 3-month and 6-month posttests; Emancipated foster youths who receive housing subsidy for the first year will

be more likely to continue their education and/or maintain stable employment than their peers who do not receive housing subsidy.) Provide a rationale (using your theoretical framework) for believing that your independent variable(s)—intervention--will be related to your dependent variable(s)--outcomes. If appropriate, identify moderating and/or mediating variables relevant to your hypotheses. If not appropriate, cite other variables you wish to control for and explain why.

**Research Design** (6 pages):

**Design:** (a) Describe the best research design that can be used (e.g., use of existing data; quasi- or true-experimental; survey; in-depth qualitative interview; mixed-method design); (b) Explain why the chosen design is the most appropriate for the evaluation (may need to discuss the weaknesses of alternative designs), and specify strengths and limitations of the chosen design.

**Program/service/intervention:** (a) Describe what your intervention is (e.g., 12-week CBT; housing subsidy consisting of deposit and monthly rent payments); who is providing the intervention (how are you going to train the therapist); and how the intervention fidelity will be adhered to.

**Study site and subject recruitment and enrollment in the study:** What are the steps/strategies that you will use to recruit subjects for the study and how will you assign the subjects into the experimental vs. control groups?

**(Applicable for use of existing data, survey/interview, and qualitative study) Sampling procedures:** Describe your type of sampling plan (e.g. purposive; simple random; stratified; clustered; and multi-stage clustered) and defend your choice against any other sampling plan. Your plan must be feasible. Specify population from which sample is to be drawn, if any. How will you access them? Sample size? Representativeness? Sources of sampling bias? Other factors affecting external validity (=generalizability). Make sure your sampling plan is consistent with your chosen design.

**Measures and data collection:** (a) Describe measures (e.g., Beck Depression Inventory; months of continuous employment, number of courses taken at post-secondary educational institutions) for your variables. Discuss its reliability and validity from previous validation studies; (b) describe data collection techniques to be used: coding of agency records; interviews; mailed questionnaires; participant observation; etc. Who will collect data and how often? Provide a brief rationale for your choice of data collection method as compared to alternative choices and reliability and validity considerations. Pretesting (or pilot testing) procedure, if necessary, to be utilized. Also discuss how you will adhere to the ethical guidelines when collecting data;

**Data Analysis; Expected Findings, and Implications** (2 pages):

**Data analysis:** Discuss applicable coding. How will you analyze your data? If applicable, which statistical tests will you perform?

**Expected findings:** What do you believe you will find and why?

**Implications of the study:** Assuming your hypotheses are supported or refuted, what are the implications of such findings for 1) theory, 2) practice, 3) policy, and 4) future research? Same points also need to be discussed for qualitative research. Briefly summarize (and discuss) the assets and limitations of your study that you have already identified in the previous sections. How will you disseminate your study findings?

**Project TimeLine and Budget** (1 page):

Provide a timeline (with monthly or quarterly tasks) for the project. Also provide a rough estimate of expenses for personnel, intervention, subject incentives, data collection and analysis, and other resources needed to conduct the study.

**References:** Please follow the APA format of in-text citing and referencing the articles, books, and documents that are cited in the body of the proposal.

**Appendices:** Any document you consider important, copies of survey questionnaire, interview schedule, and/or measurement instruments. Label each of them as a separate appendix.

#### **IV. Bibliography (Recommended readings):**

- Campbell, D. T. & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Cook, T. D. & Stanley, J. C. (1979). *Quasi-Experimentation: Design and analysis issues for field settings*. Boston: Houghton Mifflin.
- Corcoran, K & Fischer, J. (2000). *Measures for clinical practice (Vols I and II)*. New York: The Free Press.
- Gibbs, L. & Gambrell, E. (1999). *Critical thinking for social workers* (revised edition). Thousand Oaks, CA: Sage.
- Herek, G. Kimmel, D. C., Amaro, H., & Melton, G. B. (1991). Avoiding heterosexist bias in psychological research. *American Psychologist*, 46 (9): 957-963.
- Kish, L. (1965). *Survey Sampling*. New York: John Wiley.
- Martsch, M. D. (2005). A comparison of two group interventions for adolescent aggression: High process versus low process. *Research on Social Work Practice*, 15 (1), 8-18.
- O'Hare, T. & Sherrer, M. V. (2005). Assessment of youthful problem drinkers: Validating the drinking context scale (DCS-9) with freshman first offenders. *Research on Social Work Practice*, 15 (2), 110-117.
- Padgett, D. K. (1998). *Qualitative methods in social work research*. Thousand Oaks, CA: Sage.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Thompson, L. (1992). Feminist methodology for family studies. *Journal of Marriage and the Family*, 54, 3-18.
- Tyson, E. H. & Glisson, C. (2005). A cross-ethnic validity study of the shortform assessment for children (SAC). *Research on Social Work Practice*, 15 (2), 97-109.
- Unrau, Y. A., Gabor, P. A., & Grinnell, R. M. (2001). *Evaluation for human services*. F. E. Peacock