

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

|                            |                            |                       |   |
|----------------------------|----------------------------|-----------------------|---|
| <b>Course Number:</b>      | SW 388R3                   | <b>Instructor:</b>    | Diana DiNitto                           |
| <b>Unique Number:</b>      | 61835                      | <b>Office Number:</b> | SSW 3.130B                              |
| <b>Semester:</b>           | Fall 2001                  | <b>Office Phone:</b>  | (512) 471-9227                          |
|                            |                            | <b>e-mail:</b>        | ddinitto@mail.utexas.edu                |
| <b>Meeting Time/Place:</b> | TU 8:30-11:15<br>SSW 2.140 | <b>Office Hours:</b>  | TU 11:15-11:45, 1:30-4:00, and by appt. |

### RESEARCH METHODS I

#### Course Description

This is the first in a series of research courses required of social work doctoral students. This course introduces students to the basic elements of research design in the social sciences with particular attention to social work research.

#### Course Objectives

At the end of this course, students should:

1. Have knowledge of aspects of epistemology relevant to the social sciences, especially social work;
2. Be acquainted with some research role models significant to social work;
3. Have working knowledge of the language of research in order to use research terminology precisely and accurately;
4. Know the elements and phases of research;
5. Be able to evaluate the quality of research done by others;
6. Have increased facility in designing research, especially in aspects preceding data analysis;
7. Have increased knowledge of tools useful in planning, conducting, and reporting the results of research such as data collection instruments and publication formats;
8. Have increased knowledge of the type of writing needed to describe research designs and report findings;
9. Be familiar with standards for the ethical conduct of research, including human subjects protection, and their relationship to the social work value base;
10. Be familiar with gender and ethnic sensitivity in conducting research;
11. Understand the impact of political and other ideological forces on social work research and program evaluation.

## Methods of Instruction

The methods of instruction will be informal lectures (questions and comments are encouraged), class discussions, class exercises, guest presentations, and student presentations.

## Course Readings

The required text for the course is:

Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research, 4th ed. New York: Harcourt College Publishers.

Other required readings are in your course packet, which is available for purchase from the University Duplicating Center in the Graduate School of Business.

Recommended books are:

American Psychological Association. (2001). Publication manual of the American Psychological Association, 5th Ed. Washington, DC: Author.

Berger, P. L., Luckmann, T. (1967). The social construction of reality: A treatise in the sociology of knowledge. Garden City: NY: Anchor Books.

Campbell, D. T., & Stanley, J. C. (1963). Experimental & quasi-experimental designs for research. Chicago: Rand McNally.

Cook, T. D., & Campbell, D. T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Chicago: Rand McNally.

Guba, E. G. (Ed.). (1990). The paradigm dialog. Newbury Park, CA: SAGE PUBLICATIONS.

## Course Agenda

| DATE                | TOPICS AND ASSIGNMENTS  | READINGS  |
|---------------------|---|---|
| Class 1<br>Sept. 4  | Introduction to Course<br>How Scientific is Social Work Research?<br>Assign theory exercise or journal manuscript | Kerlinger & Lee, Chap. 1.<br>Heineman, M. B. (1981). The obsolete scientific imperative in social work research. <u>Social Service Review</u> , 55, 371-397.<br>Handout on Social Thought, Social Philosophy, and Social Theory   |
| Class 2<br>Sept. 11 | How Do We Know?: Epistemological Issues in the Development of Social Work Knowledge                               | Cook, T. D., & Campbell, D. T. (1979). <u>Quasi-experimentation: Design and analysis issues for field settings</u> . Chicago: Rand McNally, Chap. 1.<br>Fraser, M., Taylor, M. J., Jackson, R., & O'Jack, J. (1991). Social work and science: Many ways of knowing. <u>Social Work Research and Abstracts</u> , 27 (4), 5-15.<br>Hudson, W. W. (1982). Scientific imperatives in social work research and practice. <u>Social Service</u> |

|                     |   |   |
|---------------------|---|---|
|                     |   | <p><u>Review</u>, 56, 246-258.</p> <p>Thyer, B. (2001). Point/Counterpoint: What is the role of theory in research on social work practice? <u>Journal of Social Work Education</u>, 37(1), 9-25.</p>   |
| Class 3<br>Sept. 18 | <p>Epistemology (con't)</p> <p>Feminist Perspectives on Social Science Research</p> <p><b>THEORY EXERCISE OR JOURNAL MANUSCRIPT PROPOSAL DUE</b></p>  | <p>Cummerton, J. M. (1986). A feminist perspective on research: What does it help us see? In N. Van Den Bergh &amp; L. B. Cooper (Eds.), <u>Feminist visions for social work</u> (pp. 80-100). Silver Spring, MD: National Association of Social Workers.</p> <p>Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), <u>The paradigm dialog</u> (pp. 17-27). Newbury Park, CA: SAGE PUBLICATIONS.</p> <p>Peplau, L. A. (1989). Beyond nonsexist research: The perils of feminist methods in psychology. <u>Psychology of Women Quarterly</u>, 13, 379-400.</p> <p>Riger, S. (1992). Epistemological debates, feminist voices: Science, social values, and the study of women. <u>American Psychologist</u>, 47(6), 730-740.</p> |
| Class 4<br>Sept. 25 | <p>Let's Get Specific: Stating Research Problems and Hypotheses</p> <p>In-class exercise on problems and hypotheses</p>   | <p>Kerlinger &amp; Lee, Chap. 2.</p> <p>Karger, H. J. (1983). Science, research, and social work: Who controls the profession?. <u>Social Work</u>, 28, 200-205.</p> <p>Witkin, S. L., &amp; Gottschalk, S. (1988). Alternative criteria for theory evaluation. <u>Social Service Review</u>, 62, 211-224.</p> <p>Handout on Concepts and Hypotheses</p>  |
| Class 5<br>Oct. 2   | <p>Let's Get More Specific: Constructs, Variables, and Operational Definitions</p> <p>In-class exercise on operational definitions</p> <p>Assign research role model exercise</p> <p>Review for Test 1</p>      | <p>Kerlinger &amp; Lee, Chap. 3</p> <p>Handout on Causal Modeling</p>   |
| Class 6<br>Oct. 9   | <b>TEST 1</b>   |   |
| Class 7<br>Oct. 16  | <p>Looking for Mines: A Review of Internal and External Validity</p> <p>STUDENTS' MID-TERM EVALUATION OF COURSE</p>   | <p>Kerlinger &amp; Lee, Chaps. 18 &amp; 19</p> <p>Campbell &amp; Stanley (review entire book)</p>   |
| Class 8<br>Oct. 23  | <p>"So Many Choices": Selecting the Type of Research Design</p> <p>Experimental and Quasi-Experimental Designs</p> <p><b>RESEARCH ROLE MODEL EXERCISE OR FIRST THREE SECTIONS OF JOURNAL MANUSCRIPT DUE</b></p> | <p>Kerlinger &amp; Lee, Chaps. 20, 21, &amp; 22</p> <p>Edelson, J. L., &amp; Syers, M. (1990). Relative effectiveness of group treatment for men who batter. <u>Social Work Research and Abstracts</u>, 35, 10-17.</p> <p>Rose, S. D. (1988). Practice experiments for doctoral dissertations: Research training and knowledge building. <u>Journal of Social Work Education</u>, 24, 115-127.</p>  |

|                             |   |  |
|-----------------------------|---|--|
| <p>Class 9<br/>Oct. 30</p>  | <p>More choices: Non-experimental Designs (Field Research, Survey Research, Historical Research, Single Case Design , Meta-analysis, and other Designs)<br/>In-class exercise on research designs<br/>Review for Test 2</p> | <p>Kerlinger &amp; Lee, Chaps. 23, 24, &amp; 25<br/>Halmi, A. (1996). The qualitative approach to social work: An epistemological basis. <u>International Social Work</u>, 39, 363-375.<br/>Martin, P. Y. &amp; DiNitto, D. M. (1987). The rape exam: Beyond the hospital emergency room. <u>Women &amp; Health</u>, 12(2), 5-28.<br/>Marin, G., &amp; Marin, B. V. (1991). <u>Research with Hispanic populations</u>. Newbury Park, CA: SAGE PUBLICATIONS, Chaps. 1 &amp; 3.<br/>Padgett, D. K. (1998). <u>Qualitative methods in social work research: Challenges and rewards</u>. Thousand Oaks, CA: SAGE PUBLICATIONS, Introduction, pp. 1-17.</p> |
| <p>Class 10<br/>Nov. 6</p>  | <p><b>TEST 2</b></p>  |  |
| <p>Class 11<br/>Nov. 13</p> | <p>"Choose Me": Sampling in the Conduct of Research<br/>In-class exercise on research designs<br/>Assign measurement exercise</p>   | <p>Kerlinger &amp; Lee, Chap. 8<br/>Santos, R. L. (1991). One approach to oversampling Blacks and Hispanics: The national alcohol survey. In W. B. Clark &amp; M. E. Hilton (Eds.), <u>Alcohol in America: Drinking practices and problems</u> (pp. 329-344). Albany: State University of New York Press.</p>  |
| <p>Class 12<br/>Nov. 20</p> | <p>Measurement: Choosing Valid and Reliable Yardsticks; Collecting Data; Scales &amp; Indexes</p>   | <p>Kerlinger &amp; Lee, Chaps. 26, 27, &amp; 28.<br/>Kumar, K., &amp; Blyerlein, M. (1991). Construction and validation of an instrument for measuring ingratiatory behaviors in organizational settings, <u>Journal of Applied Psychology</u>, 76(5), 619-627.</p>  |
| <p>Class 13<br/>Nov. 27</p> | <p>More on Measurement and Data Collection<br/>The Ethical Conduct of Social Work Research<br/>In-class exercise on ethics<br/><b>MEASUREMENT EXERCISE OR JOURNAL MANUSCRIPT DUE</b></p>                                    | <p>Kerlinger &amp; Lee, Chaps. 17, 29, 30, &amp; 31<br/>Read "POLICIES AND PROCEDURES GOVERNING RESEARCH WITH HUMAN PARTICIPANTS" at <a href="http://www.utexas.edu/research/humanresearch/policies.htm">www.utexas.edu/research/humanresearch/policies.htm</a> and take the on-line course listed in item 2 of "Required Education on the Protection of Human Research Participants."</p>   |
| <p>Class 14<br/>Dec. 4</p>  | <p>Putting the Pieces Together: Summary of Course<br/>Looking Towards the Dissertation<br/>Review for Test 3<br/>Student's Final Evaluation of Course</p>   | <p>Kerlinger &amp; Lee, Appendix A: A guide for writing research reports<br/>Fisher, J. (1985). Evaluating research reports. In R. M. Grinnell, Jr. <u>Social work research and evaluation</u>, 2nd ed. (pp. 476-481). Itasca, IL: F. E. Peacock.<br/>Harrison, D. F., &amp; Thyer, B. A. (1988). Doctoral research on social work practice: A proposed agenda. <u>Journal of Social Work Education</u>, 24, 107-114.<br/>Sprenkle, D. H., &amp; Bischoff, R. J. (1995). Research in family therapy: Trends, issues, and recommendations. In M. P. Nichols &amp; R. C. Schwartz (Eds.), <u>Family therapy: Concepts and</u></p>                        |

|   |         |  |
|---|---------|--|
|   |         | <u>methods</u> (pp. 542-573). Needham Heights: MA: Allyn and Bacon.<br>Review APA Manual |
| WED.,<br>Dec. 12<br>9:00 a.m.-<br>12 noon | TEST #3 |  |

### **In-Class Exercises**

Five in-class exercises will be used to give students an opportunity to learn the steps in social work research design. Students will work in dyads to simulate participation on a research team. Dyads will report on their exercises to the class, and dyad members will take turns reporting. The five exercises are as follows:

Exercise 1: Dyads brainstorm possible research questions. The objective of this exercise is to settle on a particular research question and a hypothesis (if applicable) to be tested. Dyads should discuss whether their questions and hypotheses express the relationship between at least two variables, have nature and direction, and address an important social science issue.

Exercise 2: Dyads identify concepts included in their questions and hypotheses and develop both conceptual and operational definitions of those concepts.

Exercise 3: Dyads select the type of research design to be used in their hypothetical studies (e.g., experimental, quasiexperimental, survey, etc.) and explicate their design. They will also discuss the threats to internal validity posed by their design and attempt to minimize them.

Exercise 4: Dyads determine the type of sampling method and a sampling strategy to be used in their studies and their rationale for this selection. They will also consider generalizability (external validity) of study results.

Exercise 5: Dyads review and discuss the ethical issues or dilemmas raised as they went through the process of designing their study and any additional issues that have come to mind.

### **Criteria for Student Evaluation**

The final grade for the course will be based on three tests and either three exercises or a manuscript for submission to a journal.

Tests: The first test will be on October 9, the second on November 6, and the third on December 12. The tests will include true or false, multiple choice, matching, short answer, and/or essay questions. The format for each test will be discussed one week prior to the test date.

Exercises: Each exercise should be typed and doubled-spaced. Instructions for each of the three exercises are attached. The first exercise is due on September 18, the second on October 23, and the third on November 27.

Journal Manuscript: Those who have access to quantitative or qualitative data may wish to write an article to submit for publication in lieu of the three exercises. If you wish to consider this option, please make an appointment with the instructor to discuss your idea and submit a written one-page proposal by September 18. Submit a draft of the introduction, literature review, and methodology sections by October 23. Submit a draft of the entire manuscript, including findings, discussion, and conclusion sections no later than November 27.

### Paper Grading Criteria

Written exercises and journal manuscripts will be graded on the following criteria:

1. Adherence to the instructions for the assignment.
2. Quality of the writing: organization, clarity, syntax and grammar, and so forth. (Your ability to express a substantial amount of information succinctly is critical to these assignments.)
3. Quality of material chosen for review and analysis.
4. Appropriate referencing.
5. Quality and originality of the ideas presented.

All papers and tests will be given a numerical grade.

The final grade will be computed in the following manner:

#### Exercises:

|                              |            |
|------------------------------|------------|
| Social Work Theory           | 10%        |
| Research Role Model          | 10%        |
| Measurement                  | 10%        |
| <u>Or Journal Manuscript</u> | <u>30%</u> |

#### Tests:

|    |            |
|----|------------|
| #1 | 20%        |
| #2 | 20%        |
| #3 | 30%        |
|    | <u>70%</u> |

|       |      |
|-------|------|
| TOTAL | 100% |
|-------|------|

The grading scale for papers, tests, and the final grade is:

|              |   |   |
|--------------|---|---|
| 90-100       | = | A |
| 80-89        | = | B |
| 70-79        | = | C |
| 60-69        | = | D |
| 59 and below | = | F |

### Course Policies

1. All assignments are due at the beginning of class on the date specified unless an emergency occurs or previous arrangements have been made with the instructor for compelling reasons. Late assignments may be submitted, but the penalty is five points a day including weekends. This penalty also includes assignments submitted after the start of the class period.
2. The university recommends that instructors specify policies on scholastic dishonesty. While I do not anticipate scholastic dishonesty occurring, please refer to [General Information of the University of Texas at Austin](#) for policies and other information on this subject. **In this course, scholastic dishonesty will result in a grade of F in the course and a report to the Graduate School. If you are not clear about how to reference others' work, please make sure you clarify this before submitting any assignment.**
3. Students are expected to attend all classes and to be prepared to participate. In particular, students should take turns reporting for their dyad on in-class exercises. Students should also be prepared to discuss each of their three exercises or their journal manuscript in class.
4. Web-based, password-protected class sites are available for all accredited courses taught at UT. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. These web sites are new and I have not decided the extent of their use this semester. I may use e-mail contact for this class with announcements or other messages during the semester. If you do not want to be included, do not provide your e-mail address.
5. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

## **Course and Instructor Evaluation**

You will have two opportunities to evaluate the course and instructor. At mid-term I will use my own format for this. This is an informal procedure. You are free to complete the evaluation or not. Forms should be completed anonymously. The purpose of the mid-term evaluation is to give the instructor feedback that may be useful in improving the course during the remainder of this term and in subsequent terms. Your comments will be appreciated and seriously considered.

At the end of the course I will use the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin. The CIS offers students a systematic, campus-wide method of evaluating courses and instructors. It also allows instructors to compare their course ratings with averages for their school. The results are also used by the Dean and the School's Executive Committee as one aspect of faculty evaluation. I hope every student will complete the CIS.

Should you wish to discuss the course at other times during the semester, please stop by during office hours or make an appointment.

*I look forward to a productive term.*

## Bibliography

- Austin, D. M. (1999). A report on progress in the development of research resources in social work. *Research on Social Work Practice*, 9(6), 673-707.
- Babbie, E. (1997). *The practice of social research*. (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Bloom, M., Fischer, J., & Orme. (1996). *Evaluating practice: Guidelines for the accountable professional*. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Denzin, N. K. & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- Gibbs, L. E. (1991). *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Merrill.
- Grinnell, Jr., R. M. (1993). *Social work research and evaluation* (4th ed.). Itasca, IL: F.E. Peacock.
- Gubrium, J. F., & Holstein, J. A. (1997). *The new language of a qualitative method*. New York: Oxford University Press.
- Hudson, W. W., & Nurius, P. S. (Eds.). (1994). *Controversial issues in social work research*. Boston: Allyn & Bacon.
- Humphries, B., & Truman, C. (Eds.). (1994). *Re-thinking social research research: Anti-discriminatory approaches in research methodology*. Brookfield, VT: Avebury.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation* (3rd ed.). San Diego: Edits.
- Kuhn, T. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Thousand Oaks, CA: Sage Publications.
- Marlow, C. R. (2001). *Research methods for generalist social work* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Miller, D. C. (1991). *Handbook of research design and social measurement* (5th ed.). Newbury Park, NJ: Sage Publications.
- Neuman, W. L. (1994). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). Boston: Allyn and Bacon.
- Padgett, D. K. (1998). *Qualitative methods in social work: Challenges and rewards*. Thousand Oaks, CA: Sage Publications.
- Potocky, M., & Rodgers-Farmer, A. Y. (Eds.) (1998). *Social work research with minority and oppressed populations*. Binghamton, NY: Haworth Press.

- Potocky-Tripodi, M., & Tripodi, T. (Eds.) (1999). *New directions for social work practice research*. Washington, DC : NASW Press.
- Reinharz, S. (1992). *Feminist methods in social research*. New York: Oxford University Press.
- Reissman, C. K. (1994). *Qualitative studies in social work research*. Thousand Oaks, CA: Sage Publications.
- Royse, D. (1991). *Research methods in social work*. Chicago: Nelson-Hall.
- Rubin, A., & Babbie, E. (2001). *Research methods for social work* (4th ed.). Pacific Grove, CA: Wadsworth.
- Sherman, E., & Reid, W. J. (Eds.). (1994). *Qualitative research in social work*. New York: Columbia University Press.
- Singleton, R. A., Straits, B. C., & Straits, M. M. (1993). *Approaches to social research* (2nd ed.). New York: Oxford University Press.
- Stanfield, J. H., II, & Dennis, R. M. (1993). *Race and ethnicity in research methods*. Newbury Park, CA: Sage Publications.
- Task Force on Social Work Research. (1991). *Building social work knowledge for effective services and policies*. Austin, TX: School of Social Work, University of Texas at Austin.
- Tutty, L. M., Rothery, M. A., & Grinnell, R. M., Jr. (1996). *Qualitative research for social workers: Phases, steps, and tasks*. Boston: Allyn and Bacon.
- Tyson, K. (1995). *New foundations for scientific social and behavioral research: The heuristic paradigm*. Boston: Allyn and Bacon.
- Videka-Sherman, L. & Reid, W. J. (Eds.). (1990). *Advances in clinical social work research*. Silver Spring, MD : National Association of Social Workers.
- William, M., Unrau, Y. A., & Grinnell, R. M. (1998). *Introduction to social work research*. Itasca, IL: F. E. Peacock.
- Yegidis, B. L., & Weinbach, R. W. (1991). *Research methods for social workers*. New York: Longman.

## EXERCISES

### Exercise I: An Introduction to Theory

According to Fred N. Kerlinger and Howard B. Lee (2000) in their book Foundations of Behavioral Research, "A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena" (p. 11). Theory building is a primary purpose of research.

Select a theory relevant to the field of social work such as role theory, a theory of human development, a theoretical explanation of some type of social problem, or another theory of particular interest to you. Applying Kerlinger and Lee's definition to the theory you have selected, provide illustrations of 1) constructs/concepts, 2) definitions, and 3) propositions specifying relations among variables and explanations and predictions of phenomena.

Use the following outline to complete the assignment:

1. Name and briefly describe the theory.
2. Briefly identify leading theorists in the field and their contributions to the theory.
3. Provide two illustrations of each of the following, giving adequate descriptions of each:
  - a. constructs/concepts
  - b. definitions of these constructs or concepts
  - c. explanations and predictions of phenomena and propositions specifying relations among variables
4. Conclude the paper with a critical analysis of the theory, including its utility and its limitations in advancing social work practice

Be succinct. Do not exceed five pages. In addition, attach a list of the references you consulted in APA format. This assignment is due on September 18. Be prepared to discuss your paper in class.

### Exercise 2: Research Role Model\*

This assignment is intended to acquaint you and your classmates with significant contributors to social work knowledge through a review of their empirical (quantitative or qualitative) research and scholarly publications. Select an individual whom you believe represents the standards of the profession in terms of research and scholarship. Use the following outline to organize your report.

1. Identification and biographical information (name, education, dates of significant work, other significant information available).
2. Identify and describe some of this researcher's major contributions. What research questions has this individual addressed? What research methods has the individual used? What are the major conclusions the author has drawn

from her/his work? Identify other important aspects of the author's work, such as trends reflected in his or her various contributions.

3. How did time and place influence this person's contributions?
4. What major values, attitudes, points of view, and especially epistemological perspectives are reflected in this person's works?
5. Evaluate this researcher's scholarly publications in terms of strengths and weaknesses.
6. Do not exceed five pages. Include a list of the references you consulted.

This assignment is due on October 23. Be prepared to discuss this assignment in class.

### **Exercise 3: Measurements and Instruments in Social Work Research\***

The purpose of this assignment is to give students an opportunity to learn about a range of instruments used in social work practice and research. Select an instrument, learn about the instrument, and locate and review one or more research articles that utilize this instrument. Write a report covering the following points:

1. What is the name of the measure or instrument?
2. Who developed the measure or instrument?
3. How can the measure or instrument be obtained?
4. When was the instrument first published? Has it been modified?
5. What is the measure or instrument intended to measure?
6. How has the measure or instrument been developed and tested?
7. What theoretical frameworks influenced the development of the measure or instrument?
8. How has the measure been used since it was first developed?
9. How is it administered?
10. How is it scored?
11. What information is available on the instrument's validity?
12. What information is available on reliability?
13. How would you evaluate the adequacy of the instrument? Include information such as ease or difficulty of administration, and scoring, evaluating, and applying results in practice and research. Do you think the instrument does what it claims?

Keep your eyes open for good examples in your reading during the semester, or use an instrument with which you are already familiar from social work practice.

Do not exceed five pages. This assignment is due on November 27. Include a reference list and be prepared to discuss your assignment in class.

\*Adapted from Martha Williams.

