



LEWIS-CLARK STATE COLLEGE

SW 499B: Senior Research Project/Design
3 Semester Hours
Spring 2015
Sam Glenn Complex 122
Thursday 9:00-11:45 am

Lewis-Clark State College
Social Work Department
Office: Spalding Hall 218

Instructor: Dr. LaChelle Rosenbaum, LMSW
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Office Hours: Monday & Wednesday 9-10:15; Thursday 1:30-2:45; or by Appointment

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium.

I. COURSE DESCRIPTION

This is the second course in a series designed to guide students through the process of completing the research project they proposed and began in SW 499A. The final product that students will complete is a paper that explains their work and results. If the research project directly involves human subjects, the proposal must be approved by the Human Subjects Review Committee before it is undertaken. This final paper must include the Introduction, Literature

Review, Research Concerns, Methodology, Findings, and Discussion and Implication. It will also be APA formatting throughout. The final requirement of the research project is a power point presentation. This presentation will be professionally made to a group of faculty and students. Pre-requisite: SW 499A. Co-requisite: SW 497B.

II. INTRODUCTION AND OVERVIEW

Social work generalist practice entails the steps of engaging and assessing the client system, planning an intervention strategy, implementing the intervention with the client system, evaluating each step in the process, terminating with the client system appropriately, and following-up with the client and referral sources where needed.

This course focuses on the above evaluation step. Much of our understanding about individuals, groups, families, communities, and organizations is obtained through the testing of theories about these entities. As Social Work practitioners, we need the knowledge and skills to assess, identify, develop and test interventions to measure success with the client system and to improve services we offer to these clients. In addition, **The Code of Ethics of the National Association of Social Workers** requires us to add to the knowledge base of the profession wherever possible.

III. PURPOSE OF THE COURSE IN THE CURRICULUM

The expected student outcomes in the Research sequence consolidate learning from all other components of the curriculum. Skills learned in the first year knowledge building sequence are built on and enhanced. The Human Behavior and Social Environment sequence is built on and enhanced. The Human Behavior and Social Environment sequence is one of the major foundations for understanding the philosophies, processes, product and context of Group-centered social work research. The various theory and methods courses, field work, and the student's specialized interests as pursued through selective focusing in various courses, aid them in the formulation of researchable questions. The Social Welfare Services and Policy sequence provides a foundation for understanding the environment for social research including constraints, incentives, and ethical issues, as well as being the source of policy and service delivery questions requiring empirical investigations. The sequence draws heavily upon the HBSE knowledge and the generalist practice perspective.

IV. EPAS Competencies and Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) establishes 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

Education Policy 2.1 – Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

As a result of the focus on competency based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are five of the ten Core Competencies and seven Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

EPAS Core Competencies & Expected Learning Outcomes (aka: Practice Behaviors)
2.1.1-Identify as a professional social workers and conduct oneself accordingly E. Engage in career-long learning
2.1.2--Apply social work ethical principles to guide professional practice. B. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
2.1.3—Apply critical thinking to inform and communicate professional judgments. A. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
2.1.6—Engage in research-informed practice and practice-informed research. A. Use practice experience to inform scientific inquiry. B. Use research evidence to inform practice.
2.1.10-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. B.1 Collect, organize, and interpret client data.

V. TEXTS AND REQUIRED READING

REQUIRED:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. **This is required for all social work courses, all sections.**
2. Calberg, C., (2014). *Statistical Analysis: Microsoft Excel 2013*. Indianapolis, IN: Pearson

VI. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the Student Handbook. Please refer to the Handbook for further clarification.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Challenging a Grade:

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether or not to review your grade. If I choose to review your grade I will review your assignment in full and may adjust your grade up or down.

Re-write Policy:

At this time I do not accept revised papers. At times, depending upon circumstance and entirely at my discretion, I may offer the option to revise papers to students who received less than an A on the initial paper.

Late Papers:

Late papers will not be accepted unless arrangements have been made with the Professor at least 48 hours in advance of the deadline. Requests for extensions should be submitted in writing via e-mail. Submitting a request for an extension does not guarantee an extension. I will review each request on a case by case basis. Requests for extensions should only be made in extenuating circumstances.

Cell Phone Policy:

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**** In addition to action by the professor, all incidents will be reported to the Director of the Social Work Program and possibly the President of Student Affairs.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 point font, preferably Times New Romans style or a similarly readable style.

Note: If you need help with your writing skills, the Writing Center (208-792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.
<http://www.lcsc.edu/diversity/>

Social and Economic Justice: The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

- ◆ Eliminate personal and institutional discrimination,
- ◆ Ensure access to needed resources and opportunities for all persons,
- ◆ Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- ◆ Respect cultural diversity in society,
- ◆ Advocate changes that improve social conditions and promote social justice,
- ◆ Encourage participation in the democratic process, and
- ◆ Encourage people to develop their own voice.

**** The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

VII. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found in Part IX of this syllabus.

Grades Based on Assignments	Points Possible	Practice Behaviors Reinforced
Attendance & Participation	14x10pts = 140	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B
Group Presentation	150	2.1.3A&2.1.3C
Results Section	50	2.1.2B & 2.1.10B.1
Conclusion Section	50	2.1.2B & 2.1.10B.1
Presentation (PowerPoint)	100	2.1.3A & 2.1.10B.1
Final Research Paper (APA)	100	2.1.2B, 2.1.3A, 2.1.6A, 2.1.6B, & 2.1.10B.1
IRB-Conclusion	10	2.1.2B
Total	600	

Grading Scale

A	95-100%	C+	77-79.9%
A-	90-94.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83 -86.9%	D	63-69.9%
B-	80-82.9%	F	62.9% and below

Grade Definitions:

F= below minimum standards for content and written communication, incomplete, and/or late.

D= poor content or poor written communication, and/or incomplete, and/or late.

C=minimum level for content and written communication.

B= appropriate college level work meeting the syllabus' expectations

A= above and beyond.

VIII. TENTATIVE CLASS SCHEDULE

Week	Thursday	Practice Behavior	Readings	Assignments & In-Class Activity	Points
1	January 21 Intro & Overview	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	To be read prior to class attendance:		
2	January 28 Qualitative Research		Article 1 (all articles may be found on BB)		
3	February 4 Group 1: Variables and Values Levels of Measurement	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	Article 2 Carlberg Ch. 1		
4	February 11 Group 2: Descriptive statistics for understanding characteristics in populations Student	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	Article 3 Carlberg Ch. 1 p. 12, and Ch. 2		
5	February 18 Group 3: Standard Deviations	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	Article 4 Carlberg Ch.3		
6	February 25 Group 4: How variables move jointly: Correlations Pearson r	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	Article 5 Carlberg Ch. 4		
7	March 3 Group 5: t-test vs. z-test Testing the difference between Means: the basics	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	Article 6 Carlberg Ch. 8		
8	March 10	2.1.1E, 2.1.3A,	Article 7 Carlberg Ch. 10		

	Group 6: Testing the difference of means: Analysis of Variance ANOVA	2.1.3B, 2.1.6A, & 2.1.6B			
9	March 17 Group 7: How variables classify jointly: Contingency tables Chi-square	2.1.1E, 2.1.3A, 2.1.3B, 2.1.6A, & 2.1.6B	Carlberg Ch. 5	1st Draft Abstract for Symposium Due Thur. on BB	
10	March 24 Exit Exams	2.1.2B & 2.1.10B.1		Analysis & Findings Section Due Thur. EXIT EXAMS	50
	March 28-April 1	NO CLASS	SPRING BREAK		
11	April 7	2.1.2B & 2.1.10B.1		Final Abstract for Symposium Due Thur. on BB	
12	April 14 Presentation Tips	2.1.6A 2.1.10B.1		Discussions Section Due Thur.	50
13	April 21 Practice Presentations	2.1.3A & 2.1.10B.1		Practice Presentations	
14	April 29 Practice Presentations	2.1.2B, 2.1.3A, 2.1.6A, 2.1.6B, & 2.1.10B.1		Practice Presentations Research Final Due by 11:59 PM on Sunday May 2nd through Safe Assign	100
15	May 4th WEDNESDAY 9-4:30 Presentations	2.1.2B, 2.1.3A, 2.1.6A, 2.1.6B, & 2.1.10B.1		Tuesday submit PP on BB by 11:59PM Attendance required for all Presentations (Agency Field Instructors Invited) IRB Conclusion Due	100 10
16	May 12 NO CLASS			Happy Graduation!	
				Participation (14x10pts)	140
				Group Presentation	150
				Total Points	600

IX. ASSIGNMENTS

1. Attendance & Participation (14 x 10 = 140)

- a. Participation is expected in discussing the qualitative article review. Student will be expected to come prepared to discuss the weekly articles. Each student must participate at least 3 times in the discussion during the semester.

2. Group presentation on statistical test (150)

- a. Beginning week 3 student groups will present on the most common statistical tests. The presentation should be interactive with the class and include the following:
 - i. Present on the topic you have been assigned. How, when, why is it used. Complete an interactive exercise with students.
 - ii. Present on a research study which incorporates the statistics you are presenting on (could be your own study). Provide rationale for using the specific test.
 - iii. Provide a visual on how the data is presented in results section.
 - iv. Describe how to use Excel to analyze your data.
 - v. Groups should come prepared with a cheat sheet for the class on step by step guidelines for data analysis in Excel.
 - vi. A Creativity is encouraged!

3. Abstract for Symposium

- a. 1st Draft due through Blackboard by Thursday Week 9.
- b. Final Draft due through Blackboard by Thursday Week 11.
 - i. Times New Roman, Size 10 font, Single Spaced (75 words or less)
 - 1. General purpose of the research
 - 2. Description of your sample (general not specific – Northern Idaho)
 - 3. The general nature of key/significant findings
 - ii. Submit using the following:
 - Author(s):** (Please type full name(s))
 - Title:** (Please see the capitalization example below)
 - Abstract:** (75 words or less)
 - Length of Presentation:** (15 or 20 minutes)
 - iii. Example:
 - Author(s):** Mary Jones, Robert Smith
 - Title:** Why is College so Stressful? An Analogy of College Student Coping Skills.
 - Abstract:** This exploratory study identifies and examines the coping strategies college students deploy to help them deal with the stress of college. Surveys administered to LCSC College seniors provides the data for this analysis.
 - Length of Presentation:** 15 minutes

4. **Analysis and Findings Section (50)**
 - a. Due Week 10
 - b. Using the detailed outline and Analysis & Findings Section Rubric as a guide, complete the Analysis & Findings Section and turn in a hard copy to the professor during class and an electronic copy through Blackboard *safe assign*.
5. **Discussion Section (50)**
 - a. Due Week 12
 - b. Using the detailed outline and Discussions Rubric as a guide, complete the Discussions Section and turn in a hard copy to the professor during class and an electronic copy through Blackboard *safe assign* Electronic submission will not be accepted.
6. **Presentation (PowerPoint or Prezi and Handout) (100)**
 - a. Due Week 13-14 (Practice to Peers), 15 (Research Symposium)
 - b. Using the detailed outline and Presentation Rubric as a guide, develop and present your research in a professional manner in the Research Symposium.
 - i. Professional PowerPoint or Prezi (more artistic which may be more appropriate for Qualitative Research if it enhances the story).
 1. **Submit to Blackboard Tuesday May 3rd by 11:59pm (which is the night before your presentation)**
 - ii. Professional Handout.
7. **Completed Final Research Paper (100)**
 - a. Due Sunday at 11:59 PM of Week 14 submitted to *safe assign* on Blackboard
 - b. Using the detailed outline and Final Research Proposal rubric as a guide, include the Introduction, Literature Review, Methodology, Analysis and Findings, and Discussions sections with corrections and revisions from previous submission and professor feedback.
 - c. 1 inch margins, 12 point Times New Roman Font, APA Format
 - d. Please submit a copy of your paper to your field agency.
8. **IRB-Conclusion (10)**
 - a. Go on-line to www.lcsc.edu/irb site and click on Completion Form. Download it to your computer, fill it out, and save as a document.
 - i. **Then e-mail it to me or place in my box for me to sign and deliver to Dr. Teri Rust.**

X. FINAL EXAMINATION POLICY
There is NO final exam in the course.

XI. BIBLIOGRAPHY

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Peacock Publishers.

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Web Sites:

Institute for the Advancement of Social Work Research
www.cosw.sc.edu/iaswr

National Institute of Mental Health
www.nimh.nih.gov/

Office of Behavioral and Social Sciences Research
<http://obssr.od.nih.gov/>

Buros Institute - Provides professional assistance and information to users of commercially published tests, meaningful test selection, utilization and practice.

www.unl.edu:80/buros/subburos.html

Glossary of Statistical Terms

www.animatedsoftware.com/statglos/statglos.htm

Qualitative Research Information [Http://don.ratcliff.net/qual](http://don.ratcliff.net/qual)

Research Writing Help

<http://cpmcnet.columbia.edu/research/writing.htm>

Bill Trochim's Center for Social Research Methods - An excellent resource for the entire research proposal / project. This site will walk you through almost any question from research question development to data analysis.

<http://trochim.human.cornell.edu/>

Research Related Web Sites:

Census and Demographic Data

<http://www.clark.net/pub/Ischank/web/census.html>

ESRC Data Archive <http://www.ciesin.org/IC/esrc/ESRC-home.html>

Housing and Household Economic Statistics Division

<http://www.census.gov/org/hhes/index.html>

PARnet: Participatory Action Research <http://www.parnet.org>

Socioeconomic Data and Applications Center-Home Page

<http://www.ciesin.org/IC/SEDAC/SEDAC-home.html>

StatLib <http://www.stat.cmu.edu/>

The Statistics Homepage

<http://www.statsoftinc.com/textbook/stathome.html>

Trends in Developing Economics Database Search

<http://quasar.poly.edu:9090/WorldBank/tides.html>