

Hartford Grant–Suggested Modifications to Research Sequence Academic Year 2002-2003

The following pages reflect suggested changes to courses included in the research sequence.

For Course: Microcomputer Laboratory, 042:146

Note: This course implemented the changes Fall 2002, indicated by **bold** text.

Data Analysis Assignment #1: Descriptive Statistics

Data Analysis Assignment #2: Descriptive and Inferential Statistics

For Courses: Introduction to Social Work Research, 042:144; Social Work Research Methods, 042:148; and Advanced Research, 042:270:

Note: The following courses may include changes in Fall, 2002 or Spring, 2003.

Unit 1: Measurement Reliability and Validity

Learning Objective: How to establish **reliability and validity** of a caregiver burden instrument used for older adults with dementia

Format: Article/Critical Review Discussion or Assignment

Unit 2: Single-subject Design/Constructing Evaluative Instruments

Learning Objective: How to create a **goal attainment scale** for the care of the frail elderly

Format: Article/Critical Review Discussion or Assignment

Unit 3: Interviewing Special Populations

Learning Objective: How to conduct an **interview** with older adults

Format: Video and discussion (available from Aging Studies Department, call or email:).

For Course: Advanced Research, 042:270:

Unit 4: Critical Review

Learning Objective: How to critically review an article assessing persons with senile dementia of the Alzheimer type (assessment includes the needs and strengths [i.e., productive behaviors] of older persons)

Format: Article/Critical Review Discussion or Assignment

Microcomputer Laboratory, 042:146

Data Analysis Assignment #1

Description: Descriptive Statistics and Tables and Figures

Goal: Be able to use descriptive statistics and tables and figures to plan appropriate interventions for older adults.

Objectives

At the end of this unit, the student will be able to:

- 1.
- .
- .
- 7.

8. Respect and address in practice the spiritual/religious beliefs and coping abilities of older adults based on research findings.

Demographic Characteristics

1. Recode EDUC and INCOME98 into new variables called EDUCREC and INCREC. Remember to assign value labels to all your recoded variables.

2. Recode AGE into a new variable called AGEREC with two categories: (18 thru 64=1) (65 thru high=2).

3. After you recode, describe the demographic characteristics EDUCREC, INCREC, RACE and SEX for AGEREC (adults under 65 and adults 65 and older), using the appropriate univariate statistics (percents, measures of central tendency, measures of dispersion).

4. Create ONE table that describes all of the demographic variables for both age groups (AGEREC). Do not use variable labels in your table.

5. Create ONE figure that describes one or more demographic variable. Do not use variable labels in your figure.

Bivariate Analysis

1. Recode ATTEND into the new variable called ATTENDRE with these two categories: (0 thru 5=1) (5 thru 8=2).

2. Crosstabulate AGEREC (the independent variable) with ATTENDRE (how frequently attend religious service), POSTLIFE (belief in life after death), and PRAY (how often pray).

Microcomputer Laboratory, 042:146 Data Analysis Assignment #2

Description: Descriptive and Inferential Statistics (Comprehensive Final)

- 1.
- .
- .
- 7.

8. Respect and address in practice the beliefs of older adults based on research findings.

Organization and Content of Assignment

- 1.
- .
- .
- 3.

4. Recode AGE into three categories: (1 = Less than 45) (2 = 45 to 64) (3 = 65 and older). Call your recoded variable AGEREC. Remember to assign a value label to AGEREC.

5. Test the relationship between AGEREC and HOMOSEX, PREMARSX. Refer to the worksheet on page 25 to prepare your data analysis plan.

6. Select one additional variable (other than AGEREC) that you think may be associated with one of the dependent variables in #5. Test this relationship.

Discussion (1p.). In a sentence or two briefly summarize your findings. Do not report statistics in the Discussion section. Make sure you state whether your findings confirm your hypotheses. How can you explain the differences you found based on age? Discuss how you would respect and address in practice these beliefs?

Introduction to Social Work Research, 042:144; Social Work Research Methods, 042:148; and Advanced Research, 042:270

Unit 1: Measurement Reliability and Validity

Learning Objective: How to establish **reliability and validity** of a caregiver burden instrument used for older adults with dementia

Key Concepts: Conceptualization, Measurement, Criterion validity, Content validity, Predictive validity, Construct Validity, Internal consistency reliability, Test-retest reliability.

Discussion Questions (Examples):

- What is the nominal definition for burden?
- What is the difference between objective and subjective burden? Which do you think is more valid?
- What is specificity? Why is it important?
- How is burden operationally defined? Give three examples.
- Of the 10 measures of burden, which one would you use? Why?

Introduction to Social Work Research, 042:144 or Social Work Research Methods, 042:148

Unit 2: Single-subject Design/Constructing Evaluative Instruments

Learning Objective: How to create a **goal attainment scale** for the care of the frail elderly

Key Concepts: Assessment, Goal Attainment Scaling, Feasibility, Content validity, Construct validity

Discussion Questions (Examples):

- What is Goal Attainment Scaling? Why is it important that a GAS be individualized?
- To what extent do you think a GAS can be used as a case management tool? Do you think it's feasible?
- Briefly describe the major steps in constructing a GAS?
- How reliable and valid was the GAS developed for the GARU study that included 143 patients?

Introduction to Social Work Research, 042:144 or Social Work Research Methods, 042:148

Unit 3: Interviewing Special Populations

Learning Objective: How to conduct an **interview** with an older adult

Format: Video “Interviewing Older Adults” (Terra Nova Films, Inc., Chicago, IL, 1994) available from Aging Studies Department, call (319) 335-3821 or email: diane-byrne@uiowa.edu.

Fee: There may be a rental fee. If more than one center wants to use this video, then we might want to purchase it. You may keep a rental video for three weeks. Go to <http://www.uiowa.edu/~agingstp/> and click on Resources and Video Library. You will need to fill out a Video Rental Form (see attached for a paper copy).

Description: This video explains the challenges faced by interviewers who conduct telephone surveys or field visits to gather information from older people. In addition to the basics of interviewing, the video provides information on topics specifically related to interviewing older adults. Common characteristics of older people and responses frequently encountered during initial contact are presented. In addition, interviewing the chronically ill, assessing mental status, and assistive technologies such as telephone amplification equipment are discussed.

Length of Video: 46 minutes

Key Concepts: Phone and in-person interviews with older adults – email Carol for more information.

Discussion Questions (Examples):

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Social Work Research Methods, 042:148 or Advanced Research, 042:270

Unit 4: Critical Review

Learning Objectives:

- How to critically review an article assessing persons with senile dementia of the Alzheimer type
- Be able to conduct an assessment that includes the needs and strengths (i.e., productive behaviors) of older persons

Statistical Concepts: Correlation, ANOVA

Discussion Questions (Examples):

- Should the neuropsychological approach be used?
- Why is functional status important?
- Does the Functional Behavior Profile (FPB) have more than one dimension? If yes, what are they?
- Were the FBP's scales reliable? Valid?
- Why was correlation used? What did the analyses show?
- Why was ANOVA used? What did the analyses show?