



Course Syllabus
SW 410
Research and Statistics
Semester/Year
Credit Hours: 3

Faculty Information

First Last, MSW
 Assistant Professor of Social Work
 Office phone:

Office:
 Office hours:

Best way to reach me

The best way to reach me is via email:

- Email address

Response time

Students are encouraged to contact me after reviewing materials online to discuss course topics, receive answers to questions, etc. However, a response from me will not occur on a 24/7 basis. Responses will be as timely as possible, and typically within 24-48 hours.

Prerequisites

Prerequisites include being a social work major and SW 405 or instructor permission.

Required Text & Other Materials

Salkind, N.J. (2014). *Statistics for People Who (Think They) Hate Statistics* (6th ed.). Thousand Oaks, CA: Sage Publications.

Microsoft Excel Software

Suggested:

American Psychological Association. (2010). Publication Manual of the American Psychological Association. Washington, DC: American Psychological Association.

Articles and videos as assigned.

Course Description

In this course, the student will learn to analyze, understand, and present data using Microsoft Excel Software. The basics of statistical analysis will be introduced. Students will become informed consumers of published social work research and will develop competence in conducting basic research analysis.

Principal Instructional Techniques

Weekly chat sessions will be a combination of lecture, discussion, and in-class exercises. Lecture material is intended to supplement, not review, the readings. Because the readings are a major source of learning, students are expected to study this material as it is assigned. Assignments are due every week.

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input type="checkbox"/> Watching	<input type="checkbox"/> Other

Student Learning Objectives

SLO 1: Understand the role played by statistics in the overall process of research.

SLO 2: Interpret and explain basic charts, graphs, and other visual distributions of data.

SLO 3: Understand and explain the basic statistical analyses used in published social work research.

SLO 4: Select appropriate statistical analyses to answer research questions.

SLO 5: Use SPSS to calculate a number of statistical tests such as t-tests, chi square, ANOVA, correlational analyses, and regression analyses.

SLO 6: Develop a habit of using professional research as a source to guide practice decisions.

SLO 7: Evaluate the validity of the data, graphs, charts, and statistics encountered in journal articles, newspapers, television, and other media sources.

SLO 8: Explain how statistics are sometimes manipulated to support prejudicial value positions that marginalize certain populations.

Course Requirements

Participation

The class will meet weekly in the Adobe Connect Live Classroom. You are required to participate in weekly chats and discussion forums.

Because much of the information builds upon the week before, it is very important not to miss chat sessions. Participation and attendance in scheduled chats sessions are critical to success in this class. The student is expected not only to attend, but to participate in meaningful discussions. Students missing three or more of the scheduled sessions may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for Attendance Policy) Attendance and participation will be reflected in the final grade.

Please note that all assignments, chats, meetings, etc. will be listed at and take place as posted in Central time. Please adjust dates and times accordingly for your own time zone.

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Weekly	Graded Assignments (10 pts each)	80
	Discussion Board (5 pts each)	20
	Quizzes (10 pts each)	70
Weekly	Chats/Participation (5 pts each)	70
	Midterm Exam	50
	Final Exam	100
	Poster Drafts (15 pts each)	30
	Poster Final	50
	Notes (15 pts each)	30

Completion of Assignments

Weekly chat sessions for this course will take place on _____ beginning on _____

Assignments are due weekly, on _____ by _____, following that week's chat. Prior to each week's chat, students should complete the required readings, quizzes, and at least begin assignments. Chat discussions will include in-class exercises on that week's materials and students are responsible for posing critical thinking questions on the subject matter.

Work that is up to 4 hours late will lose points. Work that is more than 4 hours late will not be accepted. If there is an extenuating circumstance you must contact the instructor ahead of time to make arrangements. Remember that emails received the night before an assignment is due may not receive a response until the next day.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Chats/Participation	You should attend all chat sessions. In the chat sessions you should be actively participating. That means you are asking questions, answering questions, bringing up topics, and generally engaging in the conversation.
Graded Assignments	There are eight graded assignments throughout the semester. Each assignment allows you to practice the information discussed in the class sessions. They also allow you to work on your refining parts of your poster throughout the semester.
Notes	You are responsible for taking your own notes in this class. However, in this class we believe in the <i>Sharing is Caring</i> motto. Therefore, twice in the semester, you are responsible for taking super notes for your colleagues and sharing it with the class. There is Discussion Board at the top of the Moodle page where you will share your notes. The notes should contain information from the session you are responsible for as well as any outside resources you find helpful. Notes are due no later than the end of the session for which you are responsible.
Quizzes	There are seven quizzes this semester. The quizzes allow you to practice the information discussed in the class sessions. You may take the quizzes as many times as you like prior to the quizzes due date/time. The quizzes are not timed.
Discussion Board Posts	Throughout the semester, you will be required to make four discussion board posts. The specifics of each are listed under them on Moodle. Standard English spelling, grammar, and punctuation are expected in all posts. Post information that adds to the depth of the discussion. Posts that are limited to "I agree" or otherwise lack substance are not sufficient.

Exams	There is a midterm and a final exam. Each of which is comprehensive. Unlike the quizzes, you may only take the exams once. The exams are not timed. However, once you open the exam, you must complete it within one sitting (you cannot open it more than once); so give yourself enough time and space.
Poster	The poster is the signature assignment for this class. This semester, as we learn some basic statistics we will be applying what we learn by creating a poster. The purpose of this is not only to practice what we are learning but to do it in a way that is meaningful to you and social work interest. This is really a semester-long process/project. The weekly assignments and some discussion forums we do can be applied and used for this assignment. We will complete two drafts of the assignment before the final one is due.

All written assignments will be evaluated for accomplishment of outcomes, organization, and clarity of expression, demonstration of the ability to integrate and critically apply course content, and use of correct spelling, grammar, and accurate use of the current edition of APA referencing style (when/where appropriate).

Students are encouraged to provide oral/written feedback to instructor about their assessment of the course throughout the semester. Instructor may periodically solicit oral/written feedback about the course as well. All students will have the opportunity to evaluate the course via final course evaluations as required by Brescia University.

Grading Scale

Letter Grade	Percentage	Points
A	90 - 100%	450 - 500
B	80 - 89%	400 - 449
C	70 - 79%	350 - 399
D	60 - 69%	300 - 349
F	< 60%	< 300

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the

recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course (with approval from MSW Program Director),
- c) refer you to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Lesson One

Topics:

- Welcome!
- Introduction to Statistics

Readings:

- Syllabus
- Salkind Chapter 1: Statistics or Sadistics? It's Up to You
- Anastas, J.W. (2014). When is Research Good Evidence? Issues in Reading Research. *Clinical Social Work Journal*, 42(2), 107-15.
- Boslaugh, S. (n.d.). Secondary data sources for public health: A practical guide. Cambridge University Press. Retrieved from:
http://assets.cambridge.org/97805218/70016/excerpt/9780521870016_excerpt.htm

Assignments:

- Live chat session on
- Complete the Self-Assessment by
- Discussion Board #1 due

Lesson Two

Topics:

- Intro to Excel
- Measures of Central Tendency and Variability

Readings:

- Salkind Appendix A
- Salkind Chapter 1A, 1B, & 1C (1C only if you have a Mac)
- Salkind Chapter 2: Means to an End: Computing and Understanding Averages
- Salkind Chapter 3: Vive la Différence: Understanding Variability

Assignments:

- Live chat session on
- Quiz #1 on Measures of Central Tendency and Variability due
- Assignment #1 on Measures of Central Tendency and Variability in SPSS due

Lesson Three

Topics:

- Visual Data

Readings:

- Salkind Chapter 4: A Picture Really is Worth a Thousand Words

Assignments:

- Live chat session on
- Discussion board #2 on interpreting graphs due
- Assignment #2 on visual data due

Lesson Four

Topics:

- Correlation Coefficients
- Reliability and Validity

Readings:

- Salkind Chapter 5: Ice Cream and Crime: Correlation Coefficients
- Salkind Chapter 6: Just the Truth: An Introduction to Understanding Reliability and Validity

Assignments:

- Live chat session on
- Quiz #2 on Correlation Coefficients, Reliability, and Validity due

Lesson Five

Topics:

- Hypotheses
- Probability
- The Normal Curve
- Z-Scores

Readings:

- Salkind Chapter 7: Hypotheticals and You: Testing Your Questions
- Salkind Chapter 8: Probability and Why It Counts

Assignments:

- Live chat session on
- Quiz #3 on Probability and the Normal Curve due
- Assignment #3 on Hypotheses due

Lesson Six

Topics:

- Statistical Significance
- Error
- Intro to Inferential Statistics

Readings:

- Salkind Chapter 9: Statistically Significant: What It Means for You and Me

Assignments:

- Live chat session on
- Quiz #4 on statistical significance, error, and inferential statistics due
- Poster Draft #1 due

Lesson Seven

Topics:

- Midterm Review

Readings:

- Review Salkind Chapters 1-9

Assignments:

- Live chat session on
- Midterm Exam due

Lesson Eight

Topics:

- One-Sample Z -test

Readings:

- Salkind Chapter 10: Only the Lonely: The One-Sample Z -Test

Assignments:

- Discussion Board #3 on one-sample Z -tests due

Lesson Nine

Break (No chat session)

Lesson Ten

Topics:

- Independent t - tests

Readings:

- Salkind Chapter 11: t (ea) for Two: Tests Between the Means of Different Groups

Assignments:

- Live chat session on
- Quiz #5 on one-sample Z -tests, independent t - tests, and dependent t - tests due
- Assignment #5 on dependent t - tests due

Lesson Eleven

Topics:

- Dependent t - tests

Readings:

- Salkind Chapter 12: t (ea) for Two (Again): Tests Between the Means of Related Groups

Assignments:

- Live chat session on
- Quiz #5 on one-sample Z -tests, independent t - tests, and dependent t - tests due
- Assignment #5 on dependent t - tests due

Lesson Twelve

Topics:

- ANOVA

Readings:

- Salkind Chapter 13: Two Groups Too Many? Try Analysis of Variance
- Salkind Chapter 14: Two Too Many Factors: Factorial Analysis of Variance - A Brief Introduction

Assignments:

- Live chat session on
- Assignment #6 on ANOVA due
- Poster Draft #2 due

Lesson Thirteen

Topics:

- Correlation
- Regression

Readings:

- Salkind Chapter 15: Cousins or Just Good Friends? Testing Relationships Using the Correlation Coefficient
- Salkind Chapter 16: Predicting Who'll Win the Super Bowl: Using Linear Regression

Assignments:

- Live chat session on
- Quiz #6 on ANOVA, Correlation, and Regression due
- Assignment # 7 on correlations due

Lesson Fourteen

Topics:

- Chi-Square
- Non-parametric statistics

Readings:

- Salkind Chapter 17: What to Do When You're Not Normal: Chi-Square and Some Other Nonparametric Tests

Assignments:

- Live chat session on
- Quiz #7 on chi-square tests and nonparametrics due
- Assignment #8 on chi-square due

Lesson Fifteen

Topics:

- Other statistical procedures

Readings:

- Salkind Chapter 18: Some Other (Important) Statistical Procedures You Should Know About

Assignments:

- Live chat session on
- Discussion board #4 due

Lesson Sixteen

Topics:

- Review
- Wrap up

Readings:

- Salkind Chapters 1-18

Assignments:

- Live chat session on
- Final poster **due**
- Final Exam **due**
- Self-Report of Learning **due**
- Course Evaluations **due**

Outcomes Assessment

BU Educational Outcome 1

Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.

CSWE Competency 4

Engage in practice-informed research and research-informed practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Competency 4 (S & CAP): Engage In Practice-informed Research and Research-informed Practice.	<ul style="list-style-type: none"> • Poster *Signature Assignment 	Advanced
Competency 4 (K & V): Engage In Practice-informed Research and Research-informed Practice.	<ul style="list-style-type: none"> • Self Report of Learning 	Advanced

CSWE Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Competency 9 (K, S & CAP): Students will evaluate practice with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Poster *Signature Assignment 	Advanced

References

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.
- Anastas, J.W. (2014). When is Research Good Evidence? Issues in Reading Research. *Clinical Social Work Journal*, 42(2), 107-15.
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- Clemson University. (2013). *Bloom's Taxonomy Action Verbs*. Retrieved from <http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>
- Council on Social Work Education. (2015). *2015 Educational Policy and Accreditation Standards*. Retrieved from <http://www.cswe.org/File.aspx?id=81660>
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- McKeachie, W.J. & Svinicki, M. (2006). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Belmont, CA: Wadsworth Cengage Learning.
- Miami University. (n.d.). *Poster evaluation rubric*. Retrieved from http://www.units.miamioh.edu/lillycon/guidelines/poster_rubric.pdf
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- University of Connecticut Writing Center. (n.d.). *Poster presentations*. Retrieved from https://web2.uconn.edu/writingcenter/pdf/How_to_create_an_academic_poster.pdf
- Weinbach, R.W. & Grinnell, R.M. (2015). *Statistics for Social Workers* (9th ed.). Upper Saddle River, NJ: Pearson.
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SW410 Research Poster Rubric

	1 - Insufficient	2 - Developing	3 - Competent	4 - Excellent	Score
Introduction/ Background	Introduction identifies the purpose or hypotheses of the research.	Introduction identifies the purpose or hypotheses of the research. Less than two hypotheses are included. Some background information on the research topic is identified.	Introduction identifies the purpose and hypotheses of the research. At least two hypotheses are included. Background information on the research topic is discussed.	Introduction explicitly discusses the purpose and hypotheses of the research. At least two hypotheses are included. Background information on the research topic is discussed in a logical manner and is supported by literature.	<u> </u> Score Earned
Methods	The design of the study is identified or The main variables are identified or The sample demographics are identified.	The design of the study is identified. The main variables are identified. The sample demographics are identified.	The design of the study is identified including the methodology and statistical analyses chosen. The main variables are identified. The sample demographics are discussed.	The design of the study is explicitly discussed including the methodology and statistical analyses chosen. The statistical analyses chosen for each hypothesis is the best fit. The main variables are clearly identified. The sample demographics are explicitly discussed and/or displayed in a logical manner.	<u> </u> Score Earned
Results	The results of a few of the research questions identified.	The results of some of the research questions are identified.	The results of some of the research questions are discussed and/or displayed.	The main results of all the research questions are discussed and	<u> </u> Score Earned x3

				displayed in a logical manner. A chart, graph, or table portraying each hypothesis' result is included. Display of results is clear, concise, and comprehensive.	
Discussion/ Conclusion	Implications of the results are identified or Recommendations for the study are identified.	Implications of the results are identified. Recommendations for the study are identified.	Implications of the results are discussed. Recommendations for the study are identified.	Implications of the results are discussed. Implications are informed by the background, sample, and results. Recommendations for the study are discussed.	_____ Score Earned
Layout	The layout is disorganized and takes away from the content. Font and graphics are very distracting. There is little to no consistency and creativity.	The layout is disorganized. Font and graphics are distracting. There is little consistency and creativity.	The layout is mostly clean. In some areas, the font and graphics are distracting. Consistency and creativity are lacking in some areas.	The layout is clean. The font is clear and suitable. The graphics enhance the content. There is consistency throughout. Creativity is evident.	_____ Score Earned x2
Grammar and Structure	Many grammatical errors are evident. The paper lacks any structure.	Some grammatical errors. Errors affect readability.	Some grammatical errors. Errors do not affect readability.	The paper is completely free of grammatical errors.	_____ Score Earned
APA Style	No to Minimal formatting of some type.	Fair attempt at some type formatting is evident.	Some aspects of APA 6 th edition formatting included.	All aspects of APA 6 th edition included (i.e. title, author, affiliation, references, handouts).	_____ Score Earned

Total Score: _____ / 50 points