SW 386: Social Work Research Methods
Spring 2015 –Tuesday and Thursday, 10:30-11:45

Instructor: Eleanor Pepi Downey, MSW, PhD
Office Phone: 208-792-2266
Email: epdowney@lcsc.edu

Office Hours: Mondays 1:30-2:30; Wednesdays 1:30-3:00; Thursdays 2:00-3:00; others by appointment. Please feel free to drop by my office anytime.

Social Work Program 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.

Note: Last day to add class/es or to drop on-line is January 26, 2015; last day to drop class without “W” grade on transcript is February 2, 2015. Last day to withdraw from class/es or college for the semester is April 9, 2015.

Pre-requisite: Core Math

COURSE DESCRIPTION

This course introduces the theory and application of basic social science research techniques, including qualitative and quantitative methods, data collection, data analysis, statistical thinking, assessment, and single-subject design. The use of research as one tool in the professional repertoire
of skills available to the social work generalist and evaluation of practice are emphasized. The ethics of scientific inquiry is stressed throughout. This course is designed for social work students only.

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 is the first of three research courses. It 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 evaluate existing research, use research method skills to think critically about problems and issues in society, and test our conclusions. Social work practitioners need to be able to analyze existing data and data they collect to determine relationships between and among these variables. Ethically, social work practitioners must be aware of best practices for policy and practice interventions. Understanding research methods is one avenue to this knowledge.

PURPOSE OF THE COURSE IN THE CURRICULUM

The expected student outcomes in the Research sequence consolidate learning from all other components of the curriculum. The Human Behavior and Social Environment sequence is one of the major foundations for understanding the philosophies, processes, product, and context of social work research. The various theory and methods courses, field work, and the students’ 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 work 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.

EPAS CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

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.

<table>
<thead>
<tr>
<th>EPAS Core Competencies &amp; Expected Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>2.1.2—Apply social work ethical principles to guide professional practice.</strong></td>
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<tr>
<td><strong>2.1.3—Apply critical thinking to inform and communicate professional judgments.</strong></td>
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<tr>
<td>A. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td>B. analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td><strong>2.1.6—Engage in research-informed practice and practice-informed research.</strong></td>
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</tbody>
</table>
A. use practice experience to inform scientific inquiry.
B. use research evidence to inform practice.

REQUIRED TEXTS/READINGS


COURSE EXPECTATIONS

Course Methodology: Learning activities will include lecture, readings, group discussion and activities, computer lab work, and individual study.

Assignment Due Dates: See Individual Assignment Description for Due Date Policy. Late papers will be accepted unless otherwise indicated. Points will be deducted from late papers based on the number of days late. All papers and tests should be kept until the end of the semester and the final grade has been assigned. Assignment rubrics can be found on Blackboard.

Technology Usage: Cell phone usage is prohibited during class time and all cell phones must be turned off or placed on vibrate before entering the classroom. It is never acceptable to text, use your cell phone, or use any headphones or MP3 in the classroom. Laptop usage in the classroom is only allowed with the instructor’s permission. Students using laptops are expected to be seated in the front row where the instructor is able to view their computer activity.

Students with Special Needs: The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Course Website: There is a course website through LCSC Blackboard. The site contains all lecture power points, additional resources including links to useful websites, homework assignments, and quizzes. A copy of the syllabus is on Blackboard and all grades will be posted on Blackboard.

Policy Regarding GPA: Students must maintain an overall GPA of 3.0 in social work courses.
Policy Regarding Course Incompletes: Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term, and to meet with the instructor. If granted by the instructor, all work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who fail to complete the required work will be assigned a grade of “F”. Note: In order to receive an incomplete, over 70% of the coursework must be completed. If granted, incompletes expire within 30 days of the following semester. It is also important to note that incompletes may affect your financial aid eligibility. Please contact the Financial Aid office to discuss your situation should you be granted an incomplete grade.

Attendance and Participation

Students are expected to attend all scheduled classes. This is a core social work class and involves a great deal of effort and work. It is expected that students will attend all classes and participate accordingly. Points will be deducted for failing to show up or participate in any given class. Students who miss 15% of the classes or more than 4 classes will have their final grade reduced proportionally to the number of absences.

Participation requires being present in the classroom during the whole class session, being prepared for class, answering questions based upon the readings, and participating in class activities. Being part of the class is included in your evaluation for three important reasons: One, when you are not present, the class is diminished by not having your ideas, your presence, and/or your influence on our thinking. Two, being in class also expresses your interest in the class, your ability to keep appointments, and your ability to conduct yourself in a professional manner. Three, participation also exemplifies your commitment to the work to be done and your professionalism which is so important to your future employers.

As a professional program, Social Work faculty must make assessments about your readiness to enter the field at the professional level. Being on time and keeping appointments, such as attending class, is of utmost importance as a professional.

Academic Honesty and Plagiarism*

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 Office 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.). (Recommended for SW140 and SW241, required of all others.) 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. *Always have someone proof-read and edit your work!*

Note: If you need help with your writing skills, the **Writing Center** (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.

*It is a student’s responsibility to discuss any concerns regarding the course, attendance, assignments, or grades with the instructor at the initial time the concern is experienced. If circumstances arise which affect your ability to complete assignments or attend class, it is expected that you will contact the instructor as soon as possible to discuss the situation.*

**CLASS ASSIGNMENTS AND GRADING PROCEDURES**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>EPAS PRACTICE BEHAVIORS</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>50</td>
<td>EPAS 2.1.2.B</td>
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<tr>
<td>Quiz 2</td>
<td>50</td>
<td>EPAS 2.1.3.A</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>50</td>
<td>EPAS 2.1.3.A/B</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>50</td>
<td>EPAS 2.1.2.B</td>
</tr>
<tr>
<td>Critique of Research Article</td>
<td>100</td>
<td>EPAS 2.1.3.A</td>
</tr>
<tr>
<td>Statistics Assignments (10@10 pts)</td>
<td>100</td>
<td>EPAS 2.1.3.B</td>
</tr>
<tr>
<td>SPSS Assignments (2@50 pts)</td>
<td>100</td>
<td>EPAS 2.1.3.B</td>
</tr>
<tr>
<td>Proposal Title &amp; Outline</td>
<td>25</td>
<td>EPAS 2.1.3.A/B</td>
</tr>
<tr>
<td>Introduction &amp; Research Questions</td>
<td>50</td>
<td>EPAS 2.1.3.A/B</td>
</tr>
<tr>
<td>Literature Review &amp; References</td>
<td>100</td>
<td>EPAS 2.1.3.A/B</td>
</tr>
<tr>
<td>Methods</td>
<td>50</td>
<td>EPAS 2.1.3.A/B</td>
</tr>
<tr>
<td>Abstract, Discussion &amp; Conclusion</td>
<td>75</td>
<td>EPAS 2.1.3.A/B</td>
</tr>
<tr>
<td>Final Completed Proposal</td>
<td>200</td>
<td>EPAS 2.1.2.B, 2.1.3.A/B, 2.1.6.A.B</td>
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<tr>
<td>Total Possible Points</td>
<td>1000</td>
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</table>

There will be no final examination for this class.

**Grading Scale**
Plagiarism Tutorial and Quiz and IRB Website
Click on the link and complete plagiarism tutorial. Take the quiz on Avoiding Plagiarism. You must receive a 90% or higher on the quiz to receive credit for the assignment. The quiz is to be completed by Thursday, January 29th. Turn in a copy of your score on the 29th. Go to the LCSC Institutional Review Board Website and review information on the website. Write a one page summary of what you learned from the website that you will use in developing a research proposal. This activity is to take the place of class on Tuesday, January 27th. Failure to submit this assignment will result in 50 points being deducted from the student’s final grade.

Quizzes
There will be four quizzes for this class (no mid-term or final exam). The quizzes will be completed on Blackboard. They will be time-limited and open book. The dates and times of the quizzes are included in the class schedule.

Critique of Research Article
Students will find, read, and critique a survey research article. The article must be scholarly (peer-reviewed). Students will submit a 3-4 page double-spaced paper. The paper should be in APA format and written in narrative form (no outlines or question/answers).

The critique should include the following (see critiquing research report worksheet, passed out in class):
1. Does the title accurately reflect the article content?
2. Does the abstract provide an overview of the research (e.g., purpose, methods, findings, and implications)?
3. Does the introduction underscore the purpose and significance of the study?
4. Does the article contain a research purpose, research questions, or hypothesis and are they clearly stated?
5. Does the literature review provide background for the study variables?
6. Are research ethics and human subject protections adequately addressed?
7. Are sampling methods sound and does the article discuss the sampled, targeted population?
8. Are the relevant demographics (e.g., age, gender, race, or ethnicity) described?
9. Were the measures chosen for the study variables reliable and valid?
10. Are the data collection procedures adequately detailed?
11. Do the results present data for research questions or hypotheses?
12. Is there a discussion of implications for practice or policy?
13. Are the study limitations specified by the author?
14. Are future research directions provided?

Please Note: The above criteria is an outline of one method for critiquing research articles and is not to be responded to in a question and answer format. You definitely do not want to respond with a “Yes/No.” Points will be deducted for incomplete analysis sections.
Survey Research Proposal
The student is expected to write a complete survey research proposal in APA format. The proposal assignment includes submitting a research topic, proposal outline, introduction and research questions, literature review with references, methodology, discussion/conclusion, and abstract. This assignment will be partialized throughout the semester. First, students will submit a hard copy for review by peers on the specified due date (see class schedule). If a student fails to bring the specified section in hard copy to class, 25 points will be deducted from the assignment’s final grade. Second, students will take the feedback from peers and make corrections to the section reviewed. Third, students will take comments and edits made by the instructor and correct the graded section. At the end of the semester, after each section has been reviewed, graded, and turned back to the student, the student will combine the individual sections into the full research proposal. Students should follow the research proposal outline as reviewed in class to ensure each section is in the correct order. The final proposal should include a title page in APA format. The final proposal should be approximately 13-18 pages not including your references and any appendices. The final proposal is due Friday, April 24, no later than 4:00 p.m. No late submissions will be accepted unless the student has prior approval from the instructor.

The proposal must be in APA style format (6th ed.), double spaced, using Times New Roman and size twelve font. A minimum of ten (10) peer-reviewed articles or book citations are required. All reference material must be published within the past 10 years. All reference material must be from peer-reviewed scholarly journals, edited books, official government documents, or reliable agency and organizational reports and documents approved by the instructor. Newspapers, internet sites such as Wikipedia, and non “peer” reviewed reference material will not be accepted for assignments and will be returned to the student without a grade. All journal articles and books used for this assignment must be from the LCSC library network only.

Note: Papers not completed following the provided outline in correct APA format will not be accepted for grading. All reference material must be cited in proper APA style and format to be accepted for grading. No quotations are permitted for this assignment. Material must be in the form of paraphrases. Papers turned in using quotes will be returned to the student without a grade.

Homework Statistics Assignments
Each week a different statistical procedure will be introduced in class. For each concept introduced, a weekly homework assignment will be completed. Students will complete the weekly assignments and submit a hard copy. Homework assignments will not be accepted after the date indicated on this syllabus in the Class Schedule below.

SPSS Assignments
1. Using the data set provided by the instructor, each student will complete a descriptive statistics assignment which includes: frequencies, mode, median, mean, standard deviation.

2. Using the data set provided by instructor, each student will complete an inferential statistics assignment which includes: Crosstabs and Chi-square.

SPSS assignments will be completed in class as noted in the Class Schedule.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Introductions to Course &amp; Class Expectations</td>
<td></td>
<td>All assignments due in class unless otherwise specified</td>
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<td></td>
<td>Searching Literature Resources Activity</td>
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<tr>
<td>January 22</td>
<td>Social Work Research &amp; Research Questions</td>
<td>Grinnell Chapters 1 &amp; 2</td>
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<tr>
<td>January 27</td>
<td><strong>No Class</strong> – Complete Plagiarism Module &amp; Quiz</td>
<td>Grinnell Chapters 3</td>
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<td></td>
<td>Review LCSC-IRB guidelines <a href="http://www.lcsc.edu/irb">www.lcsc.edu/irb</a></td>
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<td></td>
<td>Ethics and Cultural Competence</td>
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<tr>
<td>January 29</td>
<td>Cultural Competence</td>
<td>Grinnell Chapter 4</td>
<td>Plagiarism Quiz Grade &amp; IRB Paper Due</td>
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<tr>
<td></td>
<td><em>Weekly Statistical Concept: Statistical Terms</em></td>
<td>Morgan Chapter 1</td>
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<tr>
<td>February 3</td>
<td>Quantitative &amp; Qualitative Approaches to Research – The Research Question</td>
<td>Grinnell Chapters 5 &amp; 6</td>
<td>Homework 1-BB</td>
</tr>
<tr>
<td>February 5</td>
<td><em>Weekly Statistical Concept: Research Hypothesis</em></td>
<td>Morgan Chapter 2</td>
<td>Bring Written Proposal Topic</td>
</tr>
<tr>
<td>February 5-7</td>
<td>Quiz 1 - Chapters 1-6 (Grinnell) &amp; Chapter 1 (Morgan)</td>
<td>Quiz 1 Due</td>
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<td></td>
<td>Available noon 2/5-midnight 2/8</td>
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<tr>
<td>February 10</td>
<td>Measurement &amp; Measurement Instruments</td>
<td>Grinnell Chapters 7 &amp; 8</td>
<td>Bring a copy of your article critique to class</td>
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<td><em>Review Proposal Outline</em></td>
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<td>February 12</td>
<td>Reliability and Validity</td>
<td>Morgan Chapter 3</td>
<td>Homework 2-BB</td>
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<td><em>Weekly Statistical Concept: Measurement Levels &amp; Data Analysis</em></td>
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<tr>
<td>February 17</td>
<td>No Class – Advocacy Days</td>
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<tr>
<td>February 19</td>
<td>Sampling: Selecting Participants</td>
<td>Grinnell Chapter 9</td>
<td>Bring a copy of your proposal outline to class</td>
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<td>Homework 3-BB</td>
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<tr>
<td>February 24</td>
<td><em>Weekly Statistical Concept: Frequency Distribution &amp; Graphs</em></td>
<td>Morgan Chapter 4</td>
<td>Article Critique Due</td>
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<tr>
<td></td>
<td>Single Subject Design</td>
<td>Grinnell Chapter 10</td>
<td></td>
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<tr>
<td>February 26</td>
<td>Collecting Quantitative &amp; Qualitative Data</td>
<td>Grinnell Chapter 14</td>
<td>Proposal Title &amp; Outline Due</td>
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<tr>
<td></td>
<td>Selecting a Data Collection Method</td>
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<tr>
<td>Date</td>
<td>Weekly Statistical Concept</td>
<td>Chapter(s)</td>
<td>Homework Due</td>
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<tr>
<td>March 3</td>
<td><em>Weekly Statistical Concept:</em> Measures of Central Tendency &amp; Variability &amp; Normal Distributions</td>
<td>Morgan Chapter 6</td>
<td>Bring a copy of your introduction &amp; research questions to class</td>
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<td><strong>Homework 4-BB</strong></td>
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<tr>
<td>March 5</td>
<td><em>Weekly Statistical Concept:</em> Descriptive Statistics</td>
<td>Morgan Chapter 5</td>
<td><strong>Homework 5-BB</strong></td>
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<tr>
<td>March 5-8</td>
<td><strong>Quiz 2</strong>&lt;br&gt;Available noon 3/5-midnight 3/7</td>
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<td><strong>Quiz 2 Due</strong></td>
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<tr>
<td>March 10</td>
<td>Hypothesis Testing</td>
<td>Grinnell pp. 119-122</td>
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</tr>
<tr>
<td>March 12</td>
<td><strong>Weekly Statistical Concept:</strong> Basic Principles of Hypothesis Testing</td>
<td>Grinnell Chapter 15</td>
<td><strong>Homework 6-BB</strong></td>
</tr>
<tr>
<td>March 17</td>
<td>Class feedback on introductions and research questions</td>
<td></td>
<td><strong>Proposal Introduction &amp; Research Question(s)</strong></td>
</tr>
<tr>
<td>March 19</td>
<td>Analyzing Qualitative Data</td>
<td>Grinnell Chapter 16</td>
<td>Bring a copy of your Proposal Literature Review &amp; References to class</td>
</tr>
<tr>
<td>March 24</td>
<td><em>Weekly Statistical Concept:</em> Analyzing Data from open ended questions – Turning words to numbers</td>
<td>Grinnell Chapter 16</td>
<td><strong>Homework 7-BB</strong></td>
</tr>
<tr>
<td>March 26</td>
<td>Quantitative Proposals &amp; Reports</td>
<td>Grinnell Chapter 17</td>
<td><strong>Proposal Literature Review &amp; References</strong></td>
</tr>
<tr>
<td>March 26-29</td>
<td><strong>Quiz 3</strong>&lt;br&gt;Available noon 3/26-midnight 3/29</td>
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<td><strong>Quiz 3 Due</strong></td>
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<tr>
<td>March 31</td>
<td><strong>SPRING BREAK</strong></td>
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<td>April 2</td>
<td><strong>SPRING BREAK</strong></td>
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<td>April 7</td>
<td><em>Weekly Statistical Concept:</em> Sampling Distributions, Rejection Regions, &amp; Statistical Test Selection</td>
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<td><strong>Homework 8-BB</strong></td>
</tr>
<tr>
<td>April 9</td>
<td>Qualitative Proposals &amp; Reports</td>
<td>Grinnell Chapter 18</td>
<td>Bring a copy of your Discussion Conclusion and abstract to class</td>
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<td><strong>Proposal – Method Section</strong></td>
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<tr>
<td>April 14</td>
<td><em>Weekly Statistical Concept:</em> Chi Square &amp; Cross Tabulation</td>
<td>Morgan Chapter 7</td>
<td><strong>Homework 9–BB</strong></td>
</tr>
<tr>
<td>April 16</td>
<td>Single Subject Design &amp; Group Designs&lt;br&gt;Building a Data Base in SPSS</td>
<td>Grinnell Chapters 10 &amp; 11</td>
<td><strong>Proposal Discussion Conclusion &amp; Abstract</strong></td>
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<td><strong>Homework 10-BB</strong></td>
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| April 16-18 | **Quiz 4**  
Available noon 4/16-midnight 4/18 | Quiz 4 Due |
<table>
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<tbody>
<tr>
<td>April 21</td>
<td><strong>Weekly Statistical Concept: Correlation Analysis</strong></td>
<td>Morgan Chapter 8</td>
</tr>
</tbody>
</table>
| April 23    | **Weekly Statistical Concept: T-tests**  
Program Evaluations | Grinnell Chapter 19 |
| **Friday April 24** | **Research proposal due by 4:00 p.m.**  
Be sure to include all sections returned with instructor comments along with your final proposal | Research proposal due Friday 4/25 by 4:00 p.m. |
| April 28    | **SPSS Practice and Assignment 1**  
*Bring your Morgan, Leech, Gloeckner, & Barrett workbook to class.* | SPSS Assignment 1 done in class |
| April 30    | **SPSS Assignment 2**  
*Bring your Morgan, Leech, Gloeckner, & Barrett workbook to class.* | SPSS Assignment 2 done in class |
| May 5       | Review of Statistical Tests | |
| May 6-8     | **Senior Research Symposium**  
*Attendance is Required at three (3) events*  
25 points will be deducted off final grade for not attending the symposium | |

**Helpful Websites**

APA tutorial Part I [http://www.youtube.com/user/kmorrisumbc#p/u/4/X5V9JINHwdlA](http://www.youtube.com/user/kmorrisumbc#p/u/4/X5V9JINHwdlA)
APA tutorial Part II [http://www.youtube.com/user/kmorrisumbc#p/u/3/Faq6_KWO7fk](http://www.youtube.com/user/kmorrisumbc#p/u/3/Faq6_KWO7fk)
APA citations [http://www.umuc.edu/library/guides/apa.shtml#authors](http://www.umuc.edu/library/guides/apa.shtml#authors)
APA citations [http://www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)
APA references [http://citationmachine.net/](http://citationmachine.net/)
Institute for the Advancement of Social Work Research [www.cosw.sc.edu/iaswr](http://www.cosw.sc.edu/iaswr)
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](http://www.unl.edu/80/buros/subburos.html)
Glossary of Statistical Terms [www.animatedsoftware.com/statglos/statglos.htm](http://www.animatedsoftware.com/statglos/statglos.htm)
Research Writing Help [http://cpmcnet.columbia.edu/research/writing.html](http://cpmcnet.columbia.edu/research/writing.html)
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/](http://trochim.human.cornell.edu/)
Census and Demographic Data [http://www.clark.net/pub/Ischank/web/census.html](http://www.clark.net/pub/Ischank/web/census.html)
ESRC Data Archive http://www.ciesin.org/IC/esrc/ESRC-home.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

**Additional References**


**Syllabus Addendum**

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/student-consumer-information/](http://www.lcsc.edu/student-consumer-information/)

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook ([http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf](http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s
appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

**Diversity Vision Statement**
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.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Updated January 2014**