SW488.60: Social Work Statistical Analysis

Course Information

Semester: Spring 2023
Semester Hours: 3
Classroom Location: On Canvas
Class Time: Week Starts Mondays at 12:05 am

Instructor Information

Instructor: Dr. LaChelle Rosenbaum, LMSW
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Office Hours: Mondays and Wednesdays 10:30-12:00 or by Appointment. You may also stop by anytime as needed.

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 within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.

- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

Course Description

This course is designed to expand upon the knowledge and skills learned in SW 386: Research Methods and SW487: Social Work Research Proposal through research-informed practice. The student will learn about and utilize descriptive and inferential statistical analysis to analyze and interpret their collected data. Topics include: measures of central tendency, measures of variability, correlation methods, simple analysis of variance, and hypothesis testing. The research paper will include the research proposal from SW 487 as well as the results and discussion section based on their collected data. Pre-requisite: SW 487

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 are 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.

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 (HBSE) sequence is built on and enhanced. The HBSE 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, fieldwork, and the student's specialized interests as pursued through selective focusing in various courses, aid them in the formulation of researchable questions. The Social Work Policy course 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.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Educational Policy 2.1: Core Competencies Definition

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.

Because of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Behaviors are addressed and measured. Below are the Core Competencies and Behaviors that are addressed in this course. Please note that the Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	**Demonstrate Ethical & Professional Behavior**
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior
COMPETENCY 2:	**Engage Diversity and Difference in Practice**
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences

COMPETENCY	DESCRIPTION
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	**Advance Human Rights and Social, Economic and Environmental Justice**
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 4:	**Engage in Practice-informed Research and Research-informed Practice**
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 8:	**Intervene with Individuals, Families, Groups, Organizations, and Communities**
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
COMPETENCY 9:	**Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, D.C.: Author.

Salkind, N. J. (2017). *Statistics for People Who (Think They) Hate Statistics: Using Microsoft Excel 2016 (*4th Ed*.).* Thousand Oaks, CA: Sage Publications, Inc.

Classroom Expectations

Attendance

The primary teaching approach in this class will be online learning. Materials in the course will be presented through discussion board, video lectures, group peer evaluation, and research meetings. Students will be responsible for all materials presented online. Assigned readings and topics for the week are outlined in the Schedule and students are expected to engage with all material assigned. Although physical absences are irrelevant to this on-line course, weekly material will be graded. Late work will be discussed later.

Shared Client and Agency Information

In the discussion posts, 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.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor at the time and method indicated in this syllabus unless otherwise arranged and approved by the instructor.
    a. All assignments over 50 points must be submitted to pass the course.
    a. Quizzes, discussions, and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course.
    b. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, please communicate with the instructor to set an alternative date.
2. Extra Credit: There are no extra credit assignments for this course.

Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work be submitted.

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 (7th 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: 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 based on your written work.

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

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 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.

Social and Economic Justice

Lewis-Clark State College's Statement of Inclusion

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. Please visit LCSC's Diversity web page for more information.

Social Work Program Expectations

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 **NASW 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.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100%	A-	90-92.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	60-69.9%	F	59.9% and below

Grade Definitions

LETTER GRADE	DEFINITION
A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

Class Assignments

1. **Quizzes (100 Points)**
   a. Students are expected to read the textbook's assigned chapter weekly. Reading quizzes are *due by midnight on Wednesday*. Please read the required reading before attempting the quiz. There will be 9 reading quizzes and 1 syllabus quiz at 10 points each for a total of 100 points.
2. **Work Sheets (140 Points)**
   a. During 7 of the 16 weeks you will have an opportunity to actively engage in descriptive and inferential statistical analysis by utilizing Excel. Video lectures and detailed instruction sheets will guide you through the process. At the end of each of those 7 weeks you will submit your Data Sheets for points (20 points each).
3. **Qualitative Article Presentation (60 Points)**
   a. Select and submit Qualitative Research Article that is high quality, interesting, and peer reviewed that is somehow connected to your research topic (10

points).

    b. Present the content and implications of your Qualitative Research Article within the discussion board (50 points).

4. **Advising Appointments (40 Points)**
   a. During the semester each student will have four opportunities to check in with their instructor for advising appointments to discuss their research and data analysis through video or phone conferencing (10 points each).

5. **Analysis and Findings Section (160 Points)**
   a. Re-introduce your research topic to your class through a Discussion Board (20 points).
   b. Data and Validation Worksheets due through Canvas (20 points).
   c. Analysis Plan due through Canvas (20 points).
   d. Analysis and Finding Section due through Canvas (100 points).
      i. Using the detailed outline and Analysis & Findings Section Rubric as a guide, complete the Analysis & Findings Section and submit an electronic copy through Canvas.

6. **Discussion Section (100 Points)**
   a. Discussion Section due through Canvas (100 points).
      i. Using the detailed outline and Discussions Rubric as a guide, complete the Discussions Section and submit an electronic copy through Canvas.

7. **Infographic, Practice, and Presentation (200)**
   a. Using the detailed outline and Presentation Rubric as a guide, develop a professional Infographic for your Final Research Presentation.
      i. Peer Review through Canvas Discussion Board (40 points)
      ii. Infographic Document (100)
      iii. Professional Presentation (60)

8. **Completed Final Research Paper (200 Points)**
   a. Final Research Paper due through Canvas
      i. 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.
      ii. Please submit a copy of your paper to your field agency if your IRB reported you would.

SW488.60 SP2023 Tentative Class Schedule

Quizzes are due Wednesday by midnight, Discussion Board initial posts are due Friday by midnight, and all other assignments are due Sunday by Midnight unless otherwise indicated.

Week & Date	Activity	Readings	Assignments – Points
Week 1, Jan 17-22	Syllabus & Overview of Class	No Readings	Syllabus Quiz – 10 Re-Intro Research Disc. Board – 20
Week 2, Jan 23-29	Overview Statistics, Excel, & Data & Validation Sheets	Chapters 1, 1A, 1B, & 1C if you use a Mac Computer	Reading Quiz – 10 Get Started WS – 20 Qual Article – 10
Week 3, Jan 30-Feb 5	Measures of Central Tendency, Descriptive Stats, & Variability	Chapters 2 & 3	Reading Quiz – 10 Desc. Stats WS – 20 Advising Apt. 1 – 10
Week 4, Feb 6-12	Figures, Charts, & Pivot Tables	Chapter 4 & 20	Reading Quiz – 10 Qualitative Disc. Board – 50
Week 5, Feb 13-19	Correlations, Reliability, & Validity	Chapter 5 & 6 (Ch. 15-16 go into greater Corr. Depth)	Reading Quiz – 10 Corr. Stats WS – 20
Week 6, Feb 20-26	Review Hypothesis; Z-Score	Chapters 7 & 8	Reading Quiz – 10 Z-Score WS – 20 Advising Apt. 2 – 10
Week 7, Feb 27-Mar 5	Analysis & Findings Section; Statistical Significance & Z-test	Chapters 9 & 10	Reading Quiz – 10 Data & Val Sheet – 20 Analysis Plan – 20
Week 8, Mar 6-12	T-test	Chapters 11 & 12	Reading Quiz – 10 T-Test WS – 20 Advising Apt. 3 – 10
Week 9, Mar 13-19	ANOVA	Chapters 13 & 14	Reading Quiz – 10 ANOVA WS – 20
Week 10, Mar 20-26	Discussion Section	No Readings	Analysis & Findings Section – 100
Break, Mar 27-Apr 2	*NO CLASS*	*Spring Break*	*No Assignments*
Week 11, Apr 3-9	Infographic Example	LBSW Licensure Information	No Assignments Due
Week 12, Apr 10-16	Chi-Square	Chapter 17	Reading Quiz – 10 Chi-Square WS – 20 Disc. Section – 100 Advising Apt. 4 – 10

Week 13, Apr 17-23	*Trauma & Resilience Conference Online (optional 4/22; 8-5);* Peer Review Presentations	No Readings	Discussion Board Peer Review – 40
Week 14, Apr 24-30	*Zoom Presentations* Be prepared – not sure when LC Symposium will occur (either this week or next)	No Readings	Presentation – 60 Infographic – 100
Week 15, May 1-7	*Zoom Presentations* Be prepared – not sure when LC Symposium will occur (either this week or last)	No Readings	Final Research Paper – 200
Week 16, May 8-12	*No work accepted after Wed. Midnight*	No Readings	**1000 Total Points**