SCWK 608-60 (CRN 18595)

Research and Evaluation Methods II (Data Analysis)

Semester  
Spring, 2012

Day/Time  
Tuesday, 4:45 p.m. to 7:15 pm

Location  
Price Building, Room 212

Professor  
Dr. Leela Thomas

Office/Office Phone  
Room 226/302-857-6780

Fax  
Fax 302-857-6794

E-Mail  
lthomas@desu.edu

Office Hours  
Monday  9:30 am – 12:30 noon
Tuesday  3:35 pm – 4:35 pm
Wednesday  9:30 am – 10:30 am
Thursday  9:00 am – 10:00 am

COURSE DESCRIPTION:
This is the second course in a three course research sequence that introduces students to concepts in data analyses. Content includes analyses and interpretation of univariate, bivariate, and multivariate statistics appropriate for various kinds of data and levels of measurement used in social work practice. Students will learn data collection, data entry, data processing, and data analysis using the SPSS software package and will use the knowledge to complete their own research projects. Thus, at this level, students become active participants in conducting self-directed social work research. Additionally, students continue to deepen and extend their knowledge and skills as they relate to social work research and evaluation at the generalist practice level. Substantive topics include: frequency distributions, measures of central tendency and variability, hypothesis testing, inferential statistics, including correlation and regression. Focus will also be on the application of research methods to the evaluation of interventions at various levels. In follow up to Research and Evaluation Methods I, this course continues to explore social research as a means for promoting a Black perspective, strengths perspective, empowerment, rural, and global perspective, and for attending to cultural diversity and social and economic justice for all, especially populations-at-risk.
COURSE CREDITS: Three (3) semester hours


Course Rationale:

This course provides students with foundation level knowledge in statistics to engage in quantitative research and understand the scientific and ethical approaches to knowledge building. It strengthens critical thinking. It facilitates students’ ability to distinguish, appraise, and assess scholarly literature, integrate research-based knowledge, engage in research-informed practice and practice-informed research, employ evidence-based interventions, analyze data to evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Required texts & software


Supplemental Readings: (Additional reading may be assigned in class during the semester)


COMPETENCIES & PRACTICE BEHAVIORS

This course will address the following Educational Policy and Accreditation Standards Core competencies and identified Practice Behavior:

EP 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

Practice Behaviors:
Social workers will:
PB 8: make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
PB 10: apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3
• PB 11: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• PB 13: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

EP 2.1.6 Engage in research-informed practice and practice informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
Practice Behaviors:
Social Workers will
**PB 21:** Use practice experience to inform scientific inquiry
**PB 22:** Use research evidence to inform practice

Department of Social Work Underpinnings:
1. Strengths Perspective
2. Empowerment Perspective
3. Rural Perspective

COURSE REQUIREMENTS:
1. Active participation in class discussions, thought provoking comments, and contributions from identified readings.
2. Equal participation in all group activities.
3. Satisfactory completion of all scheduled assignments (tests, homework, IRB application, research project, presentation at the symposium, research paper, SPSS exercises, etc)
4. Completion of assigned readings
5. As per the conditions of the Human Subjects Review-IRB, all projects approved by the IRB require a final report to be submitted with the final research paper that will be turned in to the Office of Sponsored Programs.

ATTENDANCE POLICY:
Students are fully responsible for their class attendance. Regular and on-time attendance is expected for all classes. Attendance may be taken at the beginning or end of class. Students who arrive late or leave class before the class is dismissed will be marked absent. Classes may also be conducted online using Blackboard. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes. However, students are reminded that constructive class participation will be considered in the final grade and, therefore, attendance is very important. (This policy is consistent with University Policy; See Student Handbook, 2001, p.36). Students are required to meet all requirements of the course, such as, out-of-class assignments, homework, tests, and turning in of assignments on due dates, etc., irrespective of class attendance. In-class assignments may not be made-up. The student is also responsible for being aware of all the announcements made in class and to have copies of handouts that are distributed in class. The instructor will not e-mail handouts, discussion, decision, or announcements that occur in class. Student who miss classes are also responsible for all the material covered in class. The instructor will not go over lectures during office hours that the student may have missed or will miss.
In-class behavior will be considered an indication of the student’s identification with the profession and his or her readiness to assume the role of generalist social work practitioner. **All cell-phones must be turned off and put away during class.** Points may be deducted if cell phone rings in class. Students are also not permitted to bring children to class.

**MAKE-UP FOR TESTS AND ASSIGNMENT POLICY:**

Each student is expected to take tests/exams, submit written assignments on the scheduled date and time that such work is due, and present oral work on time. Exams will be given either using blackboard or paper and pen/pencil. Make up exams are given only in extreme cases (severity of case determined by instructor) and only after the student provides adequate documentation of circumstances beyond the student’s control. A student who is not able to take a test as scheduled, and has the instructor’s permission to make-up the test, must schedule and take the make-up test within three (3) days. A student who does not follow this procedure will receive a grade of zero on the test. Also, in fairness to students who take the exam on time, 10% will be deducted from makeup exams. Quizzes (announced or unannounced) may not be made up. All papers are due in class on the assigned dates. A point a day will be deducted for late papers. If a student is participating in an official University-sponsored activity (with written verification from the activity’s faculty/staff advisor), the student must notify the instructor in advance and make arrangements to make-up the test, assignments, etc. The instructor reserves the right to make exceptions to this make-up policy in case of inclement weather, recognized religious holidays, and extenuating circumstances. **The instructor does not print or photocopy papers for students.**

Instructions for the research paper will be distributed in class. All homework problems done by hand must be completed neatly, stapled together, and turned in on the dates assigned to earn points. Homework problems will have to be done by hand and computer. All SPSS textbook assignments must be turned in on a USB flash drive.

**POLICY ON INCOMPLETE GRADES:**

Each student is expected to complete all course requirements and stay on track with the course regardless of his or her presence in class. According to university policy, a grade of “I” (Incomplete) will be given when the course work is incomplete due to reasons clearly beyond the control of the student. The unfinished work must be completed by the end of the first six (6) weeks of the student’s next semester in attendance or the “I” grade is automatically changed to “F.” In this course, criteria for an “I” (Incomplete Grade) are as follows:

1. At least 80% of the course work has been completed successfully so that a passing grade can be earned.
2. Student has made an arrangement with the instructor prior to the time that final grades are assigned.
3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student prevented his or her completing
the required work on time.

**STATEMENT ON EQUAL OPPORTUNITY**
Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

**GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX**
Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388. AA/EO GRIEVANCE PROCEDURES are available online at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2).

**AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973**
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.
Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)
**POLICY ON HONESTY:**

Consistent with the University policy (see Student Handbook, 2001; p. 107), integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered as serious misconduct. Any student violating this regulation is subject to dismissal from the University.

**University Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Extremely well done – errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
<td>Acceptable, but with major errors and lacks clarity</td>
</tr>
<tr>
<td>0 – 59</td>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

**Assessment Criteria for measuring Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings:**

**Advanced**- Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

**Proficient**- Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Satisfactory**- Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Unsatisfactory**- Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**COURSE ASSIGNMENT WEIGHTS:**

- 1st Test 10%
- 2nd Test 20%
- 3rd Test 20%
- SPSS computer assignments 10%
- Final Research Proposal 25%
- Presentation (preparation 5%, Presentation 5%) 10%
- Homework, Class participation 5%
### COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Frequency Distribution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit II</th>
<th>SPSS –Meet in the Jason Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>(Bring your password &amp; your SPSS textbook with you)</td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Measures of Central Tendency &amp; Variability</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit IV</th>
<th>The Normal Curve and Standard scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit V</th>
<th>First Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VI</th>
<th>Random Sampling &amp; Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Introduction to Hypothesis Testing, Sampling Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Students t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit IX</th>
<th>Spring Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit X</th>
<th>Second Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit XI</th>
<th>Introduction to Analysis of Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20</td>
<td>SPSS Computer assignments due</td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit XII</th>
<th>Introduction to Two-way Analysis of Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Due</td>
</tr>
</tbody>
</table>
**ASSIGNMENTS**

Educational Policy 2.1.2

- **PB 8:** make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- **PB 10:** apply strategies of ethical reasoning to arrive at principled decisions.

**Assignment #1:** Upon receiving the IRB approval letter from the Office of Sponsored Programs, consistent with the NASW Code of Ethics, prior to data collection, students will notify research participants of their rights as research subjects through the informed consent letter, and once data are collected students will keep the data secure under lock and key. Once the data are analyzed, students will use ethical reasoning in interpreting the results and arriving at principled decisions. Interpretation of data will demonstrate students’ sensitivity to the culture and perspectives of African-Americans and other minority groups. As per IRB guidelines, they will destroy the data once the project is completed.
Educational Policy 2.1.3

Practice Behaviors

• PB 11: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• PB 13: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Assignment #2: Students will take three tests which will measure their statistical knowledge for Data Analysis.

Assignment #3: Students will use multiple sources of knowledge, including rural perspectives as relevant, during data analysis as well as during interpretation and discussion of research results. Students will also write a final research report. Students will present their findings orally at the annual university wide Graduate Research Symposium poster presentation.

Educational Policy 2.1.6

• PB 21: use practice experience to inform scientific inquiry and
• PB 22: use research evidence to inform practice.

Assignment 4: Students will write a final research report in which they will discuss the implications of their research for social work practice and future research related to the topic. Discussion of implications will also enable students to see how data can be used to strengthen and empower clients.