

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2015-2016
SW 408 Statistics for Social Work**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 408

Course Title: Statistics for Social Work

Days, Time and Location of class: **William Sutton Administration**

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number: 662) 254-3365

Email Address:

Prerequisite: SW 330

Required Technology Skills: Basic computer, internet skills and Web 2.0 technologies

CATALOG COURSE DESCRIPTION

An introduction to basic statistics for application in social work evaluation strategies.

COURSE DESCRIPTION

The purpose of this course is to introduce students to the use of statistical analysis in social work practice. Students will gain insight into how statistics are numerical representations of human behavior and that statistical analysis plays a key role in the development of social work practice and policy knowledge.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
EPAS 2.1.3	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>Analyze models of assessment, prevention, intervention, and evaluation.</p>	<p>1. Readings: The Healy Textbook</p> <p>2. Exercises: a. Conduct statistical tests on relationship between variables b. Interpret statistical findings relative to implications for social work practice.</p> <p>3. <u>Assignments:</u> Choose statistical tests; Interpret findings</p> <p>Evaluating one’s one practice: Single subject design or program evaluation.</p>
EPAS 2.1.6	<p>Use practice experience to inform scientific inquiry.</p> <p>Use research evidence to inform practice.</p>	<p>1. Readings: Chapters in Healy Text</p> <p>2. Assignments: d. Peer-reviewed journal article critique.</p> <p>a. Evaluating one’s one practice: Single subject design or program evaluation.</p>

COURSE REQUIREMENTS

Required Textbooks:

Healy, J.F. (2012) Statistics: A Tool for Social Research, Wadsworth, Cengage Learning

Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

Students will be expected to develop research questions, hypotheses and methods for studying questions and testing hypotheses. Students will also be expected to completed a literature review and a human rights application to conduct research.

Evaluation Procedures:

Quizzes

There will be a final exam valued at 100 points.

Research Proposal

Each student will be expected to critique a research proposal for a maximum of 150 points. The guidelines for writing the proposal will be distributed later in the course.

Performance Standards:

Grades will be determined based on the following point values and scale:

Three Tests @100 points ea.	300 points
Assignments	200 points
Final	100 points
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Total Points	600

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One	Introduction Group Introductions Course Review The role of statistics in Social Work Research and Practice	Readings: Chapter 1 of Healy Exercises: Students will come to understand how statistics help to inform social work practice.
Week Two	Basic Descriptive Statistics	Readings: Chapter 2 of textbook Exercises: Creating charts and graphs; use of visual presentations in statistics
Week Three	Calculating Measures of Central Tendency and Dispersion in Statistics	Readings: Chapters 3 and 4 of Textbook Exercises: Calculating the mean, mode and median; Calculating range, variance, and standard

		deviation
Week Four	First test on Tuesday of 4 th week	Thursday of fourth week Introduction to Normal Curve Readings: Chapter 5 of Text
Week Five	Continuation of Normal Curve	Readings: Textbook, Chapter 5 Reading and interpreting results using normal curve
Week Six	Sampling and Sampling Distribution Inferential statistics	Readings: Chapters 6 and 7 of text <u>Assignment:</u> Complete sampling exercise; complete exercises related to estimation procedure
Week Seven	Sampling: Differences between a sample, and a population; probability sampling, nonprobability sampling, minimizing sampling error. Mid-term exam will be on Thursday of 7 th Week ASSIGNMENT WILL BE MADE FOR OUR OF CLASS PROJECT FOR WEEK 8	Readings: Textbook Chapter 7 Exercises: Utilizing various random sampling methods. Oversampling of African Americans in the General Social Survey.
Week Eight	Instructor will be in attendance at Conference in Missouri – Students will complete out of class Project Midterm exam, chapters 1-7	Assessment
Week Nine	Implementation - From Data Collection to Data Entry: Data collection methods, enhancing recruitment, minimizing attrition, training staff, entering data via SPSS or Excel. Project due	Readings: To be assigned Exercises: SPSS or Excel tutorial: Developing a database. Strengths and limitations of the NASW Workforce questionnaire.
Week Ten	Hypothesis Testing; one and two sample cases NO class on Thursday of Week 10	Readings: Chapters 8 and 9 Exercises: Calculating measures of central tendency and dispersion; Data displays: <i>Professional Development. NASW</i>

		<i>Membership Workforce Study</i> <i>Use of T-Tests</i>
Week Eleven	Bivariate Statistics and Statistical Inference: Association of variables measured at nominal level	Readings: Chapter 12 of Text Use of computer programs to measure association
Week Twelve	Association of variables measured at ordinal level Test on Thursday of Week 12	Readings: Chapter 13 of Text Use of computers to measure association
Week Thirteen	Association between variables at interval-ratio Level of Data	Readings: Text, Chapter 14 Exercises: Recognizing plagiarism. Evaluating research reports.
Week Fourteen	Using excel or SPSS to conduct statistical tests	Conduct statistical tests and interpret findings
Week Fifteen	Review and prepare for exam	Class Discussion
Week Sixteen	Final Exam	Assessment

BIBLIOGRAPHY

National Association of Social Workers. (2003). *Social work speaks. NASW policy statements, 2003-2006, 6th edition*. Washington, DC: NASW Press.

Szuchman, L. and Thomlinson, B. (2004). *Writing with style, APA style for social work, 2nd edition*. Belmont, CA: Thomson Brooks/Cole.

Wolcott, H. F. (1990). *Writing up qualitative research*. Newbury Park, CA: Sage.

Examples of Peer-Reviewed Journals Relevant to Social Work Research

Child Welfare

Child Abuse and Neglect

Child and Adolescent Social Work Journal

Families in Society

The Gerontologist

The Journal of Gerontological Social Work

Journal of Marriage and the Family

Journal of Social Service Research

Journal of Sociology and Social Welfare

Journal of Social Work Education

Research on Social Work Practice

Social Work

Social Work in Health Care

Social Service Review

Social Work with Groups