



## Bachelor of Social Work Program

### SOWK 4320, Section 110 Social Work Research Statistics

<b>Semester:</b>	Fall 2018
<b>Meeting Time/Place:</b>	Tuesday and Thursday 5:30 PM to 6:45 PM, Warrior Hall 417
<b>Instructor:</b>	Dr. Michael, Ph.D., LMSW-AP, ACSW Professor
<b>Office:</b>	Warrior Hall 4th Floor. 420H
<b>Phone &amp; E-Mail:</b>	254-501-593647, mdaley@tamuct.edu
<b>Office Hours:</b>	Monday and Wednesday- 10:00-12 Tuesday and Thursday- 10:00-11:00

I am most reliably reached via my email.

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**Important Course  
Access Information:**

**Canvas**

Portions of this course are delivered via Canvas. Please ensure you have access to Canvas. For concerns, please contact the Online Learning department at <http://www.ct.tamus.edu/departments/online/learners.php>

**Email**

The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your TAMUCT email address.

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The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program.

### Emergency Warning System for Texas A&M University – Central Texas

#### 911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the



ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

*Prerequisite:* None

### **Nature of Course**

Research I: Social Work Research and Statistics is develop students' competency related to the scientific method and provide foundational principals and concepts germane to social science research. Specifically, students in this course review the importance of recognizing, engaging in, and using evidenced-based practice as a form of ethical and best-practice methodology in service. Focus in the course includes understanding the ethics and history behind social science research, measurement, sampling, research designs for social work, analytic methods, and understanding rationale for their use (quantitative and qualitative). Students are also exposed to key concepts most often used at the generalist level of social science research (i.e., variables, relationships, sampling) and engage in an introductory understanding and analysis of basic statistical concepts, to include types of inferential and descriptive statistics.

### **Teaching Method:**

The primary teaching approaches in this course will be lecture, discussion, and active (applied) learning. Material in the course will be presented through interactive class discussions on readings and discussions on assignments. To enhance learning, students may be given the opportunity to work collaboratively on varied assignments, and learning will be measured through observation and assessment.

### **Program Mission**

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education through education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies in support of the college and university missions.



## Generalist Social Work Practice

The social work program at TAMUCT uses a generalist framework for practice. The program definition of generalist practice as:

*Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.* (BPD Website)

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Source: BPD web page)

## Program Framework

This course provides content that helps to prepare you, the generalist social work student, to engage in all practice behaviors that define the 9 CSWE Core Competencies as outlined below:

### **Council on Social Work Education (CSWE) 9 Core Competencies and 31 Practice Behaviors**

- 1. Demonstrate Ethical and Professional Behavior**
- 2. Engage Diversity and Difference in Practice**
- 3. Advance Human Rights and Social, Economic, and Environmental Justice**
- 4. Engage in Practice-informed Research and Research-informed Practice**
- 5. Engage in Policy Practice**
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities**
- 7. Assess Individuals, Families, Groups, Organizations, and Communities**



**8. Intervene with Individuals, Families, Groups, Organizations, and Communities**

**9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

The following table shows the relationship between: A) the course objectives, B) the CSWE related competency, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Practice Behaviors</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Describe how research is part of generalist social work practice.	1.1 1.2 212b	<ul style="list-style-type: none"> <li>• Course Engagement Activities</li> <li>• Exams</li> <li>• Quizzes</li> </ul>
2. Demonstrate an understanding of various research concepts used in social work practice.	4.1-4.3	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Course Engagement Activities</li> </ul>
3. Apply critical thinking skills to inform and communicate professional judgment about statistical tests to utilize and/or apply.	1.1 4.1-43. 8.1	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Evidence-Based Research Presentation</li> <li>• Research Proposal</li> </ul>
4. Demonstrate the ability to accurately apply statistical and research concepts to understand and interpret social work/social welfare related issues.	4.1-4.3 8.1	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Course Engagement Activities</li> <li>• Evidence-Based Research Presentation</li> <li>• Research Proposal</li> </ul>

**Course Requirements:**  
**Required Text**



- Faulkner, S. S. & Faulkner, C. A. (2016). *Research methods for social workers*, (2<sup>nd</sup> ed.). New York: Oxford University Press.
- Salkind, N.J. (2017). *Statistics for people who (think they) hate statistics*. (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Texas A & M University-Central Texas Social Work Program Student Handbook

### **Recommended**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- National Association of Social Workers. (2018). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>

### **Final Grades**

A total of 550 points can be earned throughout the course. Students must receive a grade of “C” or the program requires that the course be re-taken. Point distributions are as follows:

#### **Course Assignments and Grades:**

Exams (3) @ 100	300
Research Literature Review	75
Research Question	50
Methods Analysis	75
<u>Statistics Analysis</u>	<u>50</u>

#### **Points and Corresponding Grades:**

A =	550-495
B =	494-440
C =	439-385
D =	384-330
F =	329 or less

**There are no points for class attendance or participation. There is no extra credit included.**

### **Course Assignments**



In addition to the three examinations the following activities will be completed by students during the semester.

### **Research Literature Review**

In this assignment students are required to identify three **Social Work** articles that relate to a single topic of interest. One of these articles may be conceptual, but the other two must involve some research that is reporting results. The student is then expected to:

- 1) Give an introductory statement as to why this topic is important for social workers to know
- 2) **Summarize** what was discussed in the research reviewed. Description of the articles is not enough.
- 3) Clarify something specific that emerged from the readings that tells us something useful for social work
- 4) Explain what we still need to know based on what you read.

The resultant review should be 3-5 pages in length, follow APA format and be appropriately cited and referenced.

### **Research Methods Analysis**

In this assignment students are required to identify three **Social Work** articles (10 or less years old) that relate to a single topic of interest (they may or may not include the same articles). All must involve the reporting of some research. After reading these articles the student is then expected to:

- 1) Discuss the research method used in each article (including sampling)
- 2) Discuss the strengths and limitations of each methodology
- 3) Explain for each article how the methods either strengthened or weakened that the results reported were useful.
- 4) Identify how, in at least one article you could have used a different methodology to achieve a stronger result

The resultant review should be 3-5 pages in length, follow APA format and be appropriately cited and referenced.

### **Statistics Analysis**

In this assignment students are required to identify three **Social Work** articles (10 or less years old) that relate to a single topic of interest (they may or may not include the same articles). All must involve the reporting of some research. After reading these articles the student is then expected to:

- 1) Identify the measures and statistical methods that were used to report results



- 2) Describe whether the measures were descriptive or inferential (the author may have used more than one)
- 3) Explain how these statistics were appropriate to analyze the measured used
- 4) Explain how the analytic method contributed to your confidence (or lack thereof) in the conclusions reached

The resultant review should be 3-5 pages in length, follow APA format and be appropriately cited and referenced.

### **Research Question**

Each student should develop a working social work research question (at least one) on a topic of interest. If you are interested in mental health – then something to do with social work in mental health. In completing this assignment the student is expected to:

- 1) Provide a brief introduction explain to the reader why answering this kind of question would be useful for a social worker
- 2) State the guiding research question
- 3) Explain why this is a researchable question (for example is data potentially available?)

The resultant review should be 2-3 pages in length, follow APA format and be appropriately cited and referenced.

It is expected that all of the above assignments will be professionally written in APA style with proper references and citations. (Yes this includes grammar, spelling, etc.)

### **Class Attendance**

You are all adult learners and it is your responsibility to attend class and participate as a member of the class. Your decision on how well you do this is up to you. But be assured, that even though no points are awarded for attendance or participation that irregular attendance or participation may affect your grade. This is challenging content and you may need to be part of the discussion. But if you do not come to class you may not be happy with the end result. So you should act accordingly.

### **Class Policies**

The following policies apply to all students enrolled in this course:



1. Students are not permitted to enter class more than ten (10) minutes late. It is disruptive. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade.
4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording





devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.

6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework; take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in (submitted) at the beginning of class on the date and time indicated.** Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; as a demonstration of professional practice, the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.
8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 6<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced,  
  
3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.



10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at [www.ct.tamus.edu/studentconduct](http://www.ct.tamus.edu/studentconduct).
11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed.

While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience.

Students found to excessively quote will be penalized. Students using words, as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you.

***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2<sup>nd</sup>) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***



12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

### ***Final Note Regarding Class Policies***

*The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.*

*An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the "Rubric for Assessing Professional Behaviors" (attached to this syllabus). Any student in this course found to perform below the standard requirements would be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CT's Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.*

### **University Policies**

1. **Drop Policy**

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student.

The records office will give a deadline for which the form must be completed, returned, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.



2. **Academic Integrity**

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at [www.tamuct.org/studentconduct](http://www.tamuct.org/studentconduct).

3. **Access & Inclusion**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5836 in Warrior Hall, Suite 212. For more information, please visit their website at <https://www.tamuct.edu/departments/access-inclusion/>. Any information you provide is private and confidential and will be treated as such.

4. **Library Services**

INFORMATION LITERACY focuses on research skills, which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://tamuct.libguides.com/index>.

5. **Tutoring Services**

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include: Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at (254) 501-5836. In addition, students desiring assistance with academic writing can receive online support by visiting Tutor.com. Support can be located at <https://www.tamuct.edu/departments/academicsupport/tutoring.php>

6. **The University Writing Center**

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open



1pm-6pm Monday-Thursday during the summer semester. Students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

7. **Textbook Purchasing**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Schedule\***

Date	Activity	Readings/Assignments
<b>Module #1: Introduction to Research</b>		
Week 1  8/28, 8/30	Introduction to Research I <ul style="list-style-type: none"> <li>• Welcome to Research-Introductions</li> <li>• Review Syllabus Student &amp; Professor Introductions</li> <li>• What is Research?</li> <li>• Importance of Research in Social Work</li> <li>• How do Social Workers Know Things?</li> <li>• The Scientific Method</li> <li>• Research Concerns &amp; Practical Applications</li> </ul>	<b>Reading:</b> Syllabus
Week 2  9/4, 9/6	Research Ethics <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Ethical Behavior and Protecting Human Subjects</li> <li>• IRB</li> <li>• NASW Code of Ethics</li> </ul>	<b>Assignment:</b> Review TAMUCT IRB Site  <b>Reading:</b> Faulkner & Faulkner Ch. 2; NASW Code of Ethics Section 5



Week 3 9/11, 9/13	Selecting a Research Question, Introduction and Literature Review <ul style="list-style-type: none"><li>• Selecting a Question</li><li>• Narrowing the Focus</li><li>• Critical Thinking in Evidence-Base Practice</li><li>• Identifying Relevant Literature</li><li>• Identifying an Audience</li><li>• Focusing your Literature Review</li><li>• Organizing your Literature</li></ul>	<b>Reading:</b> Faulkner & Faulkner Ch. 3
<b>Module #2: Variables, Sampling an Design</b>		
Week 4 9/18, 9/20	Operational Definitions, Variables, and Measures <ul style="list-style-type: none"><li>• Reaching Operational Definitions of Concepts</li><li>• Relating Definitions to the Research Question</li><li>• Identifying Independent and Dependent Variables</li></ul> <b>EXAM 1</b>	<b>Read:</b> Faulkner & Faulkner Ch. 4 <b>Assignment:</b> Review Sample Research Articles on Canvas
Week 5 9/25, 9/27	Operational Definitions, Variables, and Measures (cont.) <ul style="list-style-type: none"><li>• Measurement</li><li>• Relating Measures to Variables</li></ul> <b>Research Question Due</b>	<b>Reading:</b> None



Week 6  10/2, 10/4	Getting a Sample <ul style="list-style-type: none"><li>• Why a sample</li><li>• Making Sample Representative</li><li>• Relating Sampling to Question</li><li>• Practical Considerations</li></ul>	<b>Read:</b> Faulkner & Faulkner Ch. 5
<b>Module #3: Design</b>		
Week 7  10/9	Research Design: Qualitative <ul style="list-style-type: none"><li>• What is a Qualitative Design?</li><li>• Types of Qualitative Designs</li><li>• Single Subject Design</li><li>• Data Collection for Qualitative Research</li></ul> <b>Literature Review Due</b> <b>CSWE COA Meeting 10/10</b>	<b>Reading:</b> Faulkner & Faulkner Ch. 5, 10
Week 8  10/16/10/18	Research Design: Quantitative <ul style="list-style-type: none"><li>• Testable Question/Hypotheses</li><li>• Descriptive Research</li><li>• Inferential Research</li><li>• Survey Research</li></ul>	<b>Reading:</b> Faulkner & Faulkner Ch. 6, 8
Week 9  10/23, 10/25	Evaluation Research <ul style="list-style-type: none"><li>• Purposes of Program Evaluation</li><li>• Outcome Evaluation</li><li>• Process Evaluation</li><li>• Efficiency/Accountability</li></ul>	<b>Reading:</b> Faulkner & Faulkner Ch. 9
<b>Module # 4: Data Analysis &amp; Statistics</b>		



Week 10  10/30, 11/1	Descriptive and Inferential Statistics <ul style="list-style-type: none"><li>• Descriptive Statistics</li><li>• Descriptive Analyses</li><li>• Inferential Statistics</li><li>• Making Inferences from Data</li><li>• Parametric &amp; Non-Parametric Statistics</li><li>• Probability Values</li></ul> <b>Exam 2</b>	<b>Reading:</b> Faulkner & Faulkner Ch. 9
Week 11  11/6	Statistics Overview  <b>Methods Analysis Due</b> <b>CSWE Annual Program Meeting 11/8</b>	Reading: Salkind, Ch. 1 & 2
Week 12  11/13, 11/15	Correlation, Reliability & Validity <ul style="list-style-type: none"><li>• Correlation</li><li>• Reliability and Validity</li></ul>	<b>Reading:</b> Salkind: Ch. 5, 6
Week 13  11/20	Probability and Normality <ul style="list-style-type: none"><li>• Normal Curves</li><li>• Probability</li><li>• Probability Conventions</li></ul>	<b>Reading:</b> Salkind, Ch. 8, 9
Week 14  11/27, 11/29	Inferential Statistics <ul style="list-style-type: none"><li>• T-test</li><li>• Analysis of Variance</li></ul> <b>Statistics Analysis Due</b>	<b>Reading:</b> Salkind, Chap. 12, 13





Week 15  12/4, 12/6	Non-Parametric Statistics: Chi Square <ul style="list-style-type: none"><li>• Chi Square</li><li>• Purposes and Uses</li></ul> Exam 3	<b>Reading:</b> Salkind, Chap. 17
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**\*Professor reserves the right to amend this syllabus at any time.**

**Bibliography and Additional Resources:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association, (6<sup>th</sup> ed.)*. Washington D.C.: Author.

Daley, M. R. & Doughty, M. O. (2006). Unethical social work: Comparing licensing and NASW perspectives. *Arete (30)*, 2, 35-50.

Daley, M.R. & Pittman-Munke, P. (2016). Over the Hill to the Poor Farm: Rural History Almost Forgotten. *Contemporary Rural Social Work*, 8 (2), pp. 1-17. (9) 1, pp. 1-12. Retrieved from <http://digitalcommons.murraystate.edu/crsw/vol8/iss2/2/>

National Association of Social Workers (2018). Link on Canvas



*TAMUCT Bachelor of Social Work Program*

**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY & ASSIGNMENT SUBMISSION IN**  
*Research I*

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately citing will be penalized** – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center and Purdue OWL are also resources that can help you.

With regard to submitting assignments online, all **assignments must be turned in (received by the instructor) by the due date and time indicated to receive credit.** Late work **will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE the due date (not the due time) of the assignment.** Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally "okay," which it is not. **This, as well as all other policies related to assignment submission outlined in this syllabus will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.**



*You are being asked to acknowledge receipt and understanding regarding the policy for academic integrity and assignment submission in this course by emailing your acknowledgement statement (in the grey box below) no later than the 2<sup>nd</sup> week of class. Failure to do so will result in consultation with the professor and could inhibit your successful continuation in this course.*

I acknowledge that I have received and agree with the Academic Integrity and Assignment Submission policy for this course. I willingly agree to abide by ALL academic integrity and assignment submission parameters for this course as outlined in this syllabus (including ALL university policies). I understand that should I have issues submitting an assignment via Canvas that I can contact TAMUCT's IT Department directly at 254-519-5466, [its@tamuct.edu](mailto:its@tamuct.edu), [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu), and <https://hdc.tamu.edu> (live chat). I also understand that I should give myself at least an hour of time before the due time and date to submit my assignments. I understand that it is my responsibility to demonstrate that the assignment was successfully submitted and that the University's IT department is available to provide me with the assistance needed. I also acknowledge that I can utilize and/or contact the APA manual, Tutoring Services, Purdue OWL, Tutor.com, and my professor for writing assistance and with questions about academic integrity. I further understand that failure to adhere to integrity and professionalism in writing and assignment submission can result in academic penalties including and leading up to failure of the course and/or referral to Student Affairs.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

Fall  
2018

Date: \_\_\_\_\_

Witness: \_\_\_\_\_