

Social Work (SOWK) 562

Social Work Research

3 Units

Term Year

Instructor: xxx
E-Mail: xxx
Telephone: xxx
Office: xxx

Course Day: xxx
Course Time: xxx

I. COURSE PREREQUISITES

None.

II. CATALOGUE DESCRIPTION

SOWK 562 Social Work Research (three units). Introduction to research methods, including conceptualization of research problems, literature review, research design, sampling, measurement, data collection, and data analysis.

III. COURSE DESCRIPTION

This foundation course is designed to provide an introduction to research methods and to produce an appreciation of the research process. It will explore general issues that are related to the conduct of social work research as applied to social work practice and service delivery in complex, urban environments.

In this course, students will review the characteristics and logical processes of social work research and understand the applicability of scientific and scholarly inquiry in advancing professional knowledge and improving social work practice to diverse clientele in numerous settings. Students will gain a conceptual and operational understanding of the various quantitative and qualitative methodologies used in the conduct of social work-related research. Students will be prepared to participate in a range of research activities including (a) conceptualization of research problems, (b) review of the literature, (c) evaluation of research design, (d) sampling, (e) selection of

measurement tools, (f) data collection, (g) basic interpretation of data analyses, and (h) ethical considerations in the conduct of research with human participants. Attention will also focus on how racial, ethnic, gender, and lifestyle issues impact each stage of the research process.

Students will not be expected to carry out an actual study; however, they will complete a series of assignments that prepare them to utilize research as professional social workers. Students are coached to achieve a level of disciplined conceptual and analytical thinking in the process of developing their assignments and understanding and utilizing existing empirical literature.

IV. COURSE OBJECTIVES

Objective	Objectives
1	Teach basic research principles and concepts within the framework of ethical practice of professional social work. Identify the ethical issues involved in professional social work research, including informed consent, confidentiality, use and abuse of sensitive data, the issue of withholding treatment to control groups, and the honest disclosure of findings.
2	Provide opportunities for students to increase awareness of and be sensitive to issues in the research process as they relate to various diverse populations such as defined by gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups.
3	Teach and demonstrate the importance of the role of social work empirical research and evidence-based practice research as they apply to social work practice and policy. The principles of research will be presented and students will have an opportunity to apply the principles to evidence search, review of the literature, and evidence appraisal in the context of individuals, groups, or communities.
4	Present foundation-level research concepts and build student skills including the use of research terms and vocabulary; the skill of identifying relevant social work research questions and hypotheses; identifying independent, dependent, and other variables; the measurement of variables including describing the concepts of reliability and validity; methods for sample selection; the exploration of research design options; and key foundation-level statistical concepts including descriptive and inferential statistics.

V. COURSE FORMAT/INSTRUCTIONAL METHODS

Four primary learning/teaching modalities will be used in class: (1) didactic presentation of material on the Virtual Academic Center platform; (2) critical discussion, interaction, and transaction among the instructor and students in the live session; (3) facilitated problem solving among students working around specific research questions; and (4) direct interaction with meaningful exercises that support students' conceptual development.

Please note that it may be necessary for the instructor to make adjustments to the syllabus during the semester.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in 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 *

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: Engage in Practice-informed Research and Research- informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.	<p>2. Provide opportunities for students to increase awareness of and be sensitive to issues in the research process as they relate to various diverse populations such as defined by gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups.</p> <p>3. Teach and demonstrate the importance of the role of social work empirical research and evidence-based practice research as they apply to social work practice and policy. The principles of research will be presented and students will have an opportunity to apply the principles to evidence search, review of the literature, and evidence appraisal in the context of individuals, groups, or communities.</p> <p>4. Present foundation-level research concepts and build student skills including the use of research terms and vocabulary; the skill of identifying relevant social work research questions and hypotheses; identifying independent, dependent, and other variables; the measurement of variables including describing the concepts of reliability and validity; methods for sample selection; the exploration of research design options; and key foundation-level statistical concepts including descriptive and inferential statistics.</p>	4a. Uses practice experience and theory to inform scientific inquiry and research.	Knowledge, Cognitive and Affective Processes	Units: 1-3 Assignments: 1. Research Portfolio 2. In-class Exam 3. Final Exam
		4b. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Knowledge, Cognitive and Affective Processes	Units: 1-6, 8-13 Assignments: 1. Research Portfolio 2. In-class Exam 3. Final Exam
		4c. Uses and translates research evidence to inform and improve practice, policy, and service delivery.	Knowledge, Skills	Units: 1-3 Assignments: 1. Research Portfolio 2. In-class Exam 3. Final Exam

Competency	Objectives	Behaviors	Dimensions	Content
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	3. Teach and demonstrate the importance of the role of social work empirical research and evidence-based practice research as they apply to social work practice and policy. The principles of research will be presented and students will have an opportunity to apply the principles to evidence search, review of the literature, and evidence appraisal in the context of individuals, groups, or communities. 4. Present foundation-level research concepts and build student skills including the use of research terms and vocabulary; the skill of identifying relevant social work research questions and hypotheses; identifying independent, dependent, and other variables; the measurement of variables including describing the concepts of reliability and validity; methods for sample selection; the exploration of research design options; and key foundation-level statistical concepts including descriptive and inferential statistics.	9a. Selects and uses appropriate methods for evaluation of outcomes.	Knowledge, Skills, Cognitive and Affective Processes	Units: 4-6, 8-13 Assignments: 1. Research Portfolio 2. In-class Exam 3. Final Exam
		9d. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Knowledge, Skills	Units: 1-3 Assignments: 1. Research Portfolio 2. In-class Exam 3. Final Exam

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	% of Final Grade
1) Research Portfolio (3 Segments @ 15% each; Final Integrated Portfolio 25%)	75%
2) In-Class Exam	10%
3) Sequence Final Exam	10%
4) Class Participation	10%

1) Research Portfolio Assignments (75% of Course Grade)

The primary assignment for the course will be the completion of a **research portfolio**, which includes a series of small interconnected assignments and one final portfolio that connects all of the individual pieces into a unified approach to addressing a specific research question. The assignments are designed to allow students to apply the methodological content being learned in meaningful ways, and using a manageable approach. Grading for the entire research portfolio process is designed to recognize that students will learn course material through application, with the final portfolio providing an opportunity to integrate, correct, and extend on initial portfolio segments. The assignments that comprise the research portfolio are listed below; instructors will assign the different sections of the research portfolio based on their specific course outlines; some parts might be combined or separated by the instructor. *Template* descriptions that outline the research portfolio assignments are posted in the Course Toolbox. ***Detailed Portfolio Assignment Descriptions might be provided by your instructor. If your instructor provides you with detailed Portfolio Assignment instructions, please follow the outlines provided by the instructor, NOT the generic ones posted in the VAC platform.*** Due to the nature of the assignments, it is essential for students to submit all segments by the posted due dates; late assignments will not be accepted for credit, but should be submitted for review and instructor feedback.

Portfolio Segments (total of 45%; percentages of each segment will be assigned by your instructor):

Research Question: Literature search and summary, and a stated research question

Variables and Measurement: Identification and measurement of major variables and summary of a known scale or instrument

Sampling: Description of the plan to get research participants/subjects (sampling plan)

Design: Description of the research design and its strengths and weaknesses

Final Integrated Research Portfolio (25% of course grade): Detailed summary of corrections and augmentations that would be made the previous portfolio segments, based on instructor comments and additional student understanding of content. Abstract and additional content on plan for analysis and reflection on the research process are included.

2) In-class Exam (10% of Course Grade)

One mid-semester **exam**, worth 10% of the course grade, will be given during a live class session. The exam will consist of short- answer items and vignette-based questions. The exam is typically administered during Week 7 - **dates may vary by instructor, and may be changed based on coverage of the needed material.**

3) Final Exam (20% of Course Grade)

Students will complete a final exam, which will measure their ability to apply the knowledge acquired during the course. Vignettes and descriptions from published research articles will be presented, and students will be asked to answer questions about specific aspects of research methodology including ethics, research design, sampling, measurement, and interpretation of statistical results. **The exam will be administered during finals week, as per the USC Finals Week Schedule for the cohort. Please check the date of the Final Assessment Exam to ensure your availability.**

4) Class Participation (10% of Course Grade)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, and/or alternatively, to have a set of thoughtful questions about the material. This includes having completed the embedded Exercises and Unit Assessment Quizzes in advance of class, and participating in the review of the answers to Exercises and Unit Assessment Quizzes. Points will be deducted for failure to complete the Unit Assessment Quizzes and Exercises in the asynchronous course material prior to class. Failure to meet these expectations will result in the reduction of the participation grade. Class participation is worth 10% of the final grade.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the school: (1) grades of A or A– are reserved for student work that not only demonstrates very good mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student; (2) a grade of B+ is given to work that is judged to be very good—this grade denotes that a student has demonstrated a more-than-

competent understanding of the material being tested in the assignment; (3) a grade of B is given to student work that meets the basic requirements of the assignment—it denotes that the student has done adequate work on the assignment and meets basic course expectations; (4) a grade of B– denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations; (5) a grade of C reflects a minimal grasp of the assignments, poor organization of ideas, and/or several significant areas requiring improvement; (6) grades between C– and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Rubin, A., & Babbie, E. (2016). *Empowerment Series: Essential research methods for social work* (4th ed.).

If the prior edition of the textbook as already been purchased, it is acceptable to use:

Rubin, A., & Babbie, E. (2013). *Empowerment Series: Essential research methods for social work* (3rd ed.).

Suggested Additional Resources

Guides for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA formatting and style guide. (1995–2011). The OWL at Purdue. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>
(Instructor Note: This popular site for students—it is free, has switched to the 6th edition.)

USC guide to avoiding plagiarism. (n.d.). Available at:
<http://libguides.usc.edu/content.php?pid=83009&sid=616087>

Winn, J. (2010). APA style: USC Lib Guides. Available at:
<http://libguides.usc.edu/content.php?pid=26798&sid=639172>
(Instructor Note: HIGHLY RECOMMENDED.)

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

The table below describes the topics for each class session and schedule for quizzes and the final exam. Your instructor will provide you with a Syllabus or a Syllabus Addendum that will include due dates for the Portfolio Segment Assignments. This schedule may vary based on semester start date, holidays, and other factors.

Course Schedule—Detailed Description

Session	Topic	Assignments and Exams
1	■ Course Introduction and Overview of Social Work Research Methods	
2	■ Types of Research in Social Work	
3	■ Ethical and Multicultural Considerations in Conducting Research	
4	■ Variables: The Conceptualization of Research	
5	■ Measurement Methods and Reliability and Validity	
6	■ Sampling Techniques and Considerations	
7	■ Exam 1: Social Work Research, Variables, Measurement and Sampling	<i>Exam</i>
8	■ Qualitative Research Methods	
9	■ Introduction to Research Design	
10	■ Threats to Internal Validity	
11	■ Quantitative Statistics: Descriptive Statistics	
12	■ Quantitative Statistics: Inferential Statistics and Statistical Significance	
13	■ Inferential Statistics (Continued): Understanding Associations Between Variables	
14	■ Review and Application Exercise	
15	■ Social Work Research Context Revisited, Course Wrap-Up, and Evaluation	<i>Integrated Research Portfolio Assignment Due</i>
16	■ Final Exam during Finals Week	<i>Final Exam</i>

Unit 1: Course Overview and Social Work Research Problems

Topics

- Course Introduction and Overview
- Course Syllabus (Review of Expectations)
- The What and Why of Social Work Research
- Purposes of Social Work Research: Conceptual Overview in an Agency Context
- Research and Evidence-Based Practice
- Other Ways of Knowing
- Value of Scientific Inquiry and the Scientific Method

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 1: Why study research?
Chapter 2: Evidence-based practice

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 1: Why study research?
Chapter 2: Evidence-based practice

Select this link for specific hints: Trojan integrity: A guide to avoiding plagiarism. Available at
<http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>

Unit 2: Types of Research in Social Work

Topics

- Introduction to Research Methods in Social Work
- Quantitative and Qualitative Methods of Inquiry
- Purposes of Social Work Research: Exploration, Description, Explanation, and Evaluation
- Introduction of Social Work Research Clusters
- Reviewing Literature in a Practice-Based Context

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 3: Qualitative, quantitative, and mixed methods of inquiry
Chapter 4: Factors influencing the research process
Chapter 7: Problem Formulation

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 3: Comparing qualitative, quantitative, and mixed methods of inquiry
Chapter 4: Factors influencing the research process
Chapter 5: Reviewing literature and developing research questions

USC guide to avoiding plagiarism. (n.d.). Available at
<http://libguides.usc.edu/content.php?pid=83009&sid=616087>

Unit 3: Ethical and Multicultural Considerations in Research

Topics

- Experiments That Demonstrated the Need for Ethical Guidelines
- Belmont Principles
- List of Ethical Guidelines for Social Science Research
- Institutional Review Boards
- Multicultural Considerations

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 5: Ethical issues in social work research
Chapter 6: Culturally competent research

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 4: Factors influencing the research process, pp. 60–62
Chapter 16: Ethical issues in social work research
Chapter 17: Culturally competent research

USC's IRB Human Subjects Protection Program. Retrieved from
<http://oprs.usc.edu/about/human-subjects-protection-program/>

Unit 4: Variables and Introduction to Measurement Concepts

Topics

- Variables: The Conceptualization of Inquiry
- Specific Types of Variables
- Identifying Independent and Dependent Variables
- Level of Measurement

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 8: Measurement in quantitative and qualitative inquiry

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 6: Conceptualization in quantitative and qualitative inquiry

Trochim, W. M. K. (2006). *Variables*. Web Center for Social Research Methods. Available at
<http://www.socialresearchmethods.net/kb/variable.php>

Unit 5: Measurement Methods and Reliability and Validity

Topics

- Measurement Principles: From Concept to Measurement
- Reliability and Validity
- Discussion of a Known Scale or Instrument
- Location and Assessment of Measurements

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 8: Measurement in quantitative and qualitative inquiry
Chapter 9: Quantitative and qualitative measurement instruments
Chapter 10: Surveys

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 7: Measurement in quantitative and qualitative inquiry
Chapter 8: Qualitative and quantitative measurement instruments
Chapter 9: Surveys

American Psychological Association. (2010). *FAQ/Finding information about psychological tests*. Retrieved from <http://www.apa.org/science/programs/testing/find-tests.aspx>

Unit 6: Sampling Techniques and External Validity

Topics

- The Concept of Sampling
- Defining the Population of Interest
- Probability and Nonprobability Sampling Techniques
- External Validity and Generalization
- Sampling Error
- Ethical Concerns in Sampling
- The Pragmatics of Sampling

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 11: Sampling: Quantitative and qualitative approaches

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 10: Sampling: Quantitative and qualitative approaches

Unit 7: Exam 1

Topics

- Understanding Exam Procedures
- Exam 1 Review Exercise: Practice Test

Unit 8: Qualitative Research Methods

Topics

- Qualitative Research Overview
- Comparing Qualitative and Quantitative Research
- Qualitative Research Methods
- Sampling and Measurement Issues in Qualitative Research
- Data Analysis and Ethical Issues in Qualitative Research

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 3: Quantitative, qualitative and mixed methods of inquiry (review)
Chapter 15: Additional methods in qualitative inquiry
Chapter 18: Qualitative Data Analysis

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 3: Quantitative, qualitative and mixed methods of inquiry (review)
Chapter 14: Additional methods in qualitative inquiry
Chapter 15: Analyzing available records

Christenson, P., & Ivancin, M. (2006). *The "reality" of health: Reality television and the public health*. A discussion paper prepared for the Kaiser Family Foundation. Retrieved from <http://kff.org/other/the-reality-of-health-reality-television-and/>

Hernandez, J. R. L. (2009). Photo-ethnography by people living in poverty near the northern border of Mexico [Forum]. *Qualitative Social Research*, 10(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/viewArticle/1310/2810>

Holdt, J. (2002). *American pictures*. Retrieved from <http://american-pictures.com/> Choose a chapter to view from <http://american-pictures.com/video/american-pictures/index-us.htm>

Unit 9: Introduction to Research Designs: Matching Purpose to Design

Topics

- Introduction to Research Design
- Continuum of Knowledge
- Matching Design to Research Purpose and Level of Knowledge
- Research Design Notation
- Common Designs Used in Social Work
- Ethical Issues in Research Design
- Threats to External Validity Related to Design
- Establishing Causation and Introduction of the Concept of Threats to Internal Validity

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 12: Experiments and quasi-experiments

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 11: Experiments and quasi-experiments

Unit 10: Threats to Internal Validity

Topics

- Threats to Internal Validity Addressed by Design
- Threats to Internal Validity: How Threats to Internal Validity Relate to Design
- Threats to Internal Validity That Cannot Be Addressed by Design

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 12: Experiments and quasi-experiments (review)

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 11: Experiments and quasi-experiments (review)

Unit 11: Quantitative Statistics: Descriptive Statistics

Topics

- Probability: Understanding the p; Rejecting the Null Hypothesis; Choosing Inferential Statistics
Introduction of Statistics
- Level of Measurement Revisited: Categorical Variables (Nominal and Ordinal)
- Level of Measurement: Continuous Variables (Interval and Ratio)
- Measures of Central Tendency
- Measures of Dispersion

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.).
Chapter 17: Quantitative data analysis

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
Chapter 18: Quantitative data analysis

Hoffman, R. D. (2003). Internet glossary of statistical terms. Retrieved from
<http://www.animatedsoftware.com/statglos/statglos.htm>

(Instructor Note: Look at descriptions of mean; median; mode; range; variance; standard deviation; sampling distribution; statistic; parameter; null hypothesis; alternative hypothesis; statistical hypothesis; alpha; statistical significance; type I error; type II error; beta; and the relationship between alpha, beta and power.)

Unit 12: Quantitative Statistics: Inferential Statistics and Statistical Significance

Topics

- Inferential Statistics and Hypothesis Testing
- The Logic of Hypothesis Testing
- Basic Concepts of the Central Limit Theorem
- Statistical Significance: Introduction
- Testing the Null Hypothesis

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential research methods for social work* (4th ed.). Chapter 17: Quantitative data analysis

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.). Chapter 18: Quantitative data analysis

Hoffman, R. D. (2003). Internet glossary of statistical terms. Retrieved from <http://www.animatedsoftware.com/statglos/statglos.htm>

(Instructor Note: Look at descriptions of mean; median; mode; range; variance; standard deviation; sampling distribution; statistic; parameter; null hypothesis; alternative hypothesis; statistical hypothesis; alpha; statistical significance; type I error; type II error; beta; and the relationship between alpha, beta and power.)

Lane, D. M. (2008). *Chapter 9: Logistics of hypothesis testing: Ruling out chance as an explanation*. Rice Virtual Lab in Statistics. Retrieved from http://davidmlane.com/hyperstat/logic_hypothesis.html

Unit 13: Inferential Statistics, cont'd.: Understanding Associations between Variables

Topics

- Introduction to the Measurement of Associations Between Variables
- Examples of Common Inferential Statistics: Chi-Squared, Students' *t* Test, ANOVA, Correlation
- Multivariate Statistics: Multiple Regression and ANCOVA

Required Reading

Center for Teaching and Engaged Learning: Lessons 4, 6, and 13—Independent samples *t* test http://eweb.furman.edu/~lpac/SPSS_Tutorials/lesson4.html
http://eweb.furman.edu/~lpac/SPSS_Tutorials/lesson6.html
http://eweb.furman.edu/~lpac/SPSS_Tutorials/lesson13.html

Unit 14: Review and Application Exercise

Topics

- Reminder of Exam Procedures
- Exam Review Exercise: Practice Test

Unit 15: Course Wrap-Up, Evaluations, and Final Exam Review

Topics

- Course Wrap-Up: Putting It All Together
- Course Evaluation
- Final Assessment Exam Review

Unit 16: Final Assessment Examination During Finals Week

Topics

- Final Exam

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards*: <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If

an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service

- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the course lead Dr. Jan Nissly (nissly@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVII. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
