

WAYNE STATE  
UNIVERSITY

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SCHOOL OF SOCIAL WORK

**MASTER SYLLABUS**

**Course:** S.W. 4810: Research Methods, Data Analysis, and Practice Evaluation II, (3 Credits)

**I. Course Domain and Boundaries**

This course is the second of two courses focused on the basic concepts and methods of scientific inquiry as used in building knowledge for social work practice. The course materials build and expand on the application of data analysis and statistical techniques, including the use of the Statistical Package for the Social Sciences (SPSS) in social work research covered in S.W.3810. Specific topics include an introduction to inferential statistics with particular emphasis placed on bivariate and basic regression analyses. In addition, the ethical and human diversity issues associated with analyzing and interpreting data collected from culturally diverse disenfranchised and at-risk populations are examined.

**II. Knowledge Objectives**

By the end of this course, students should be able to:

- A. Understand the basic principles of hypothesis testing and probability theory.
- B. Understand the basic application, interpretation, and presentation of inferential statistics.
- C. Evaluate published research findings and assess their implications for social work practice and social welfare policy.
- D. Understand issues and guidelines for analyzing, interpreting, and reporting empirical data related to culturally diverse, disenfranchised, and at-risk populations.

**III. Skill Objectives**

By the end of this course, students should be able to:

- A. Identify ethical issues associated with conducting social work research.
- B. Demonstrate the ability to use SPSS to test hypotheses and conduct basic inferential analyses.
- C. Demonstrate the ability to critically analyze published social work research.
- D. Demonstrate the ability to generate statistical tables, charts, and figures.
- E. Demonstrate the ability to interpret statistical tables, charts, and figures published in scholarly journals.

Demonstrate sensitivity to human diversity issues associated with the analysis, interpretation, and dissemination of data describing social work interventions, programs,

and policy outcomes involving culturally diverse, disenfranchised, and or at-risk populations.

#### **IV. Organization of the Course**

Class sessions include brief lectures/presentations, class and small group discussions, small group exercises, and computer lab sessions. Each class session begins with a review/presentation and discussion of the major concepts and ideas presented in the assigned readings. Students are encouraged to seek clarification and greater understanding of the material presented during the review by asking questions and soliciting additional practice related examples.

#### **V. Performance Criteria**

Performance on graded data analysis assignments and the research article critique serves as the basis for assessing mastery of course content and skill objectives.

#### **VI. Texts (All books are available at Marwil and Barnes & Noble Bookstores)**

Yegidis, B. L. & Weinbach, R. W. (2006). *Research methods for social workers* (5<sup>th</sup> ed.). NY: Allyn, Bacon, and Longman.

Kendrick, J. R. (2005). *Social statistics: An introduction using SPSS for Windows* (2<sup>nd</sup> Ed.). NY: Allyn, Bacon, and Longman.

Weinbach, R. & Grinnell, R. Jr. (2007). *Statistics for social workers* (7<sup>th</sup> ed.). NY: Allyn, Bacon, and Longman.

SPSS 12.0.

**\*THE TEXTBOOKS AND SOFTWARE REQUIRED FOR THIS CLASS ARE BUNDLED TOGETHER UNDER ISBN#: 0205494536.**

#### **VII. Role of the Student**

The Wayne State University Statement of Obligations of Students and Faculty Members to the Teaching and Learning Process identifies the roles of students and instructors. Students can find this statement at the following WSU web address, <http://www.bulletins.wayne.edu/ubk-output/gen18.html#15234>.

Students are expected to participate in class by, (a) contributing to class discussions and small group exercises, (b) sharing their responses to course readings, issues and topics raised in class, (c) asking questions, and (d) completing all assignment in a timely fashion.

Any student formally diagnosed with a learning, physical or emotional challenge which requires special instructional accommodations, **should inform the instructor at the**

**beginning of the course** and contact Educational Accessibility Services, (313) 577-1851), between 8:30 a.m. and 5:00 p.m., Monday through Friday.

**VIII. Attendance Policy**

The University’s policy on attendance states, “Students are expected to attend all sessions of courses for which they are registered and to notify the instructor or his or her secretary prior to the class sessions, if possible, when the student may be absent due to illness or similar emergency.”

In addition to attending all class sessions, students should arrive for class on time. Students who arrive late miss important information and disturb their classmates.

**IX. Assignments and Grades**

Scores earned for graded assignments determine final course grades. Handouts, distributed in class, specify the criteria used to assess student performance on all graded assignments.

Assignments are due on the date specified by the instructor. **Late assignments are penalized three points for each day they are late. To avoid the late penalty contact the instructor at least 48 hours before the assignment is due and request an extension.**

<b>X. Assignments</b>	<b><u>% of Grade</u></b>	<b><u>Points</u></b>
Examination One	20	40
Examination Two	20	40
Data Analysis Assignment	30	60
Research Article Critique	<u>30</u>	<u>60</u>
	100	200

**Grade Scale**

A = 200 – 190	B = 173 – 166	C = 153 – 146	D = 133 – 126
A- = 189 – 180	B- = 165 – 160	C- = 145 – 140	D- = 125 – 120
B+ = 179 – 174	C+ = 159 – 154	D+ = 139 – 134	F = # 119

**XI. Course Outline**

**Sessions One & Two**

**A. Introduction to the course, review syllabus and graded assignments. Introduction to statistical analysis. Getting started: Fundamentals of research design. Levels of measurement. Diversity issues associated with analyzing data collected from culturally diverse, disenfranchised, and or at-risk populations.**

Readings

Chapter 1: Weinbach & Grinnell, Jr.  
Chapters 1 & 2: Kendrick  
Chapter 16: Rubin & Babbie, Culturally Competent Research.

- B. Frequency distributions and graphs and measures of central tendency and variability.**

Readings

Chapters 2 & 3: Weinbach & Grinnell, Jr.  
Chapters 4, 5, & 6: Kendrick

Sessions Three & Four

- C. Normal distributions and an introduction to making inferences.**

Readings

Chapter 4: Weinbach & Grinnell, Jr.  
Chapter 7: Kendrick

- D. Introduction to hypothesis testing and selecting a statistical test.**

Readings

Chapters 5 & 7: Weinbach, & Grinnell, Jr.

Sessions Five & Six

- E. Cross tabulation. Analyzing contingency tables, and measures of association for contingency tables. Making inferences for associations between categorical variables: Chi Square.**

Readings

Chapter 10: Weinbach, & Grinnell, Jr.  
Chapters 9, 10, & 11: Kendrick

- F. Correlation & Regression analyses. Evaluating associations between numerical variables. Making inferences involving numerical variables.**

Readings

Chapters 8 & 9: Weinbach, & Grinnell, Jr.

Chapters 12 & 13: Kendrick

Sessions Seven & Eight

- G. *t*-Tests and Analysis of Variance (ANOVA). Making inferences involving numerical variables.**

Readings

Chapter 11: Weinbach, & Grinnell, Jr.  
Chapter 13: Kendrick

- H. Description of your data sets and introduction to SPSS.**

Readings

Chapters 1 & 2: Kendrick

Sessions Nine & Ten

- I. SPSS: Frequency distributions and graphs and recoding data.**

**(THOMPSON HOME COMPUTER LAB)**

Readings

Chapter 4: Kendrick

- J. SPSS: Cross tabulation**

**(THOMPSON HOME COMPUTER LAB)**

Readings

Chapters 9, 10, & 11: Kendrick

Session Eleven

- K. SPSS: Correlation and Regression Analysis**

**(THOMPSON HOME COMPUTER LAB)**

Readings

Chapters 12 & 13: Kendrick

**L. SPSS: *t*-Tests and Analysis of Variance (ANOVA)**

**(THOMPSON HOME COMPUTER LAB)**

Readings

Chapters 13: Kendrick

Session Twelve

**M. Introduction to evaluating academic research: Evaluating titles, abstracts, introductions, and literature reviews.**

Readings

Class Handout

Session Thirteen

**N. Introduction to evaluating academic research: Evaluating samples, instrumentation, and experimental procedures.**

Readings

Class Handout

Session Fourteen

**O. Introduction to evaluating academic research: Evaluating results and discussions sections.**

Readings

Class Handout

Session Fifteen

**P. Course evaluation**

## Bibliography

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