

SOWK 304, Social Work Statistics, Syllabus (3 credits)

COURSE DESCRIPTION

This course introduces students to statistical tests and analyses frequently encountered by social workers and researchers. It emphasizes foundational concepts and principles of statistical analyses.

REQUIRED TEXTS & RESOURCES

Weinbach, R. W. & Grinnell, R. M. (2015). *Statistics for social workers* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN-10: 0133909069, ISBN: 9780133909067 (e-text)

Resources for free downloadable datasets

Pew Research Center for Religion & Public Life (<http://www.pewforum.org/data/>)

Eastern Michigan University (<https://guides.emich.edu/data/free-data>)

r-directory (<https://r-dir.com/reference/datasets.html>)

Stanford University (<http://statweb.stanford.edu/~sabatti/data.html>)

Data.Gov (https://catalog.data.gov/dataset?res_format=CSV)

Tutorials and other online resources

Install Excel Analysis ToolPak (<https://support.office.com/en-us/article/use-the-analysis-toolpak-to-perform-complex-data-analysis-6c67ccf0-f4a9-487c-8dec-bdb5a2cefab6>)

This gives you a “Data Analysis” tab in Excel, which enables students to perform statistical analysis functions such as ANOVA, Regression, etc.

Excel for Statistical Data Analysis tutorial:

(<http://home.ubalt.edu/ntsbarsh/excel/excel.htm#rtestanova>)

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1	Week 1: Why Should Social Workers know Statistics?)	
	Review: PowerPoint 1, 2	
	Reading: Chapters 1, 2	
	Threaded Discussion 1	Due Week 1, Day 5
	Threaded Discussion 2	Due Week 1, Day 5

	Chapter Review & Practice Exercises	Due Week 1, Day 7
Week 2	Week 2: Measures of Central Tendencies and Variability & Normal Distribution	
	Review: PowerPoint 3, 4	
	Reading: Chapters 3, 4	
	Threaded Discussion 1	Due Week 2, Day 5
	Threaded Discussion 2	Due Week 2, Day 5
	Chapter Review & Practice Exercises	Due Week 2, Day 7
Week 3	Week 3: Testing Hypothesis and Sampling Distribution	
	Review: PowerPoint 5, 6	
	Reading: Chapters 5, 6	
	Threaded Discussion 1	Due Week 3, Day 5
	Threaded Discussion 2	Due Week 3, Day 5
	Chapter Review & Practice Exercises	Due Week 3, Day 7
Week 4	Week 4: t Tests Analysis and Variance & Chi Square	
	Review: PowerPoint 7, 8	
	Reading: Chapters 7, 8	
	Threaded Discussion 1	Due Week 4, Day 5
	Threaded Discussion 2	Due Week 4, Day 5
	Chapter Review & Practice Exercises	Due Week 4, Day 7
	Mid-Term Exam	Due Week 4, Day 7
Week 5	Week 5: Correlation	
	Review: PowerPoint 9	
	Reading: Chapters 9	
	Threaded Discussion 1	Due Week 5, Day 5
	Threaded Discussion 2	Due Week 5, Day 5
	Chapter Review & Practice Exercises	Due Week 5, Day 7
Week 6	Week 6: Regression	
	Review: PowerPoint 10	
	Reading: Chapter 10	
	Threaded Discussion 1	Due Week 6, Day 5
	Threaded Discussion 2	Due Week 6, Day 5
	Chapter Review & Practice Exercises	Due Week 6, Day 7
Week 7	Week 7: Other ways the Statistical Analyses Contribute to Evidence-Based Practice	
	Review: PowerPoint 11	
	Threaded Discussion 1	Due Week 7, Day 5

	Threaded Discussion 2	Due Week 7, Day 5
	Chapter Review & Practice Exercises	Due Week 7, Day 7
	Final Project	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (14@25pts)	350
Chapter Review & Practice Exercises (7@50pts)	350
Mid-Term Exam (1@100pts)	100
Final Project (1@200pts)	200
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: The student will be introduced to terminology and concepts used in statistical analyses	Program Objective(s)
Objective 1.1: Students will demonstrate understanding of common terms used in statistics (measurement, variables, etc.)	2.6
Objective 1.2: Students will demonstrate understanding of concepts used in statistics (measures of central tendency, normal distributions, etc.)	2.6
Goal 2: The student will be introduced to various statistical testing procedures used in social work research	

	Objective 2.1: Students will demonstrate understanding of <i>t</i> tests and ANOVA	2.6
	Objective 2.2: Students will demonstrate understanding of Chi-Square	2.6
	Objective 2.3: Students will demonstrate understanding of correlation	2.6
	Objective 2.4: Students will demonstrate understanding of regression	2.6
Goal 3: The student will be introduced to methods for evaluating effectiveness of social work interventions		
	Objective 3.1: Students will demonstrate understanding of meta analyses	2.6
	Objective 3.2: Students will demonstrate understanding of program evaluation	2.6
	Objective 3.3: Students will demonstrate understanding of single-system designs	2.6
Goal 4: The student will perform a statistical analysis using secondary data in a study that integrates a Christian worldview		
	Objective 4.1: Students will demonstrate understanding of the relationship between research and statistical analysis	1.6, 2.6
	Objective 4.2: Students will use APA format	2.6

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Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes,

or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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