

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 318	Instructor: Noël Busch-Armendariz, PhD, LMSW, MPA nbusch@austin.utexas.edu
Unique Number:	61280	Office: SSW 1.218HA
Semester:	Fall 2018	Office Phone: N/A
Meeting Time/Place:	Mondays & Wednesday 2:30am-4:00pm SHSSW 1.212	Office Hours: Tuesdays 4:00pm-5:00pm Thursdays 4:00pm-5:00pm Other times by appointment

Social Work Statistics: Quantitative Reasoning Flag

I. STANDARDIZED COURSE DESCRIPTION

This course is one of the two courses in research for undergraduate social work majors. Completion of the liberal arts math requirement is a prerequisite for this course. This course provides a basic introduction to the conceptual and quantitative tools used to describe and interpret data in the conduct of social work practice and research. Students will learn how to select, calculate, and interpret appropriate statistics applicable to common data analysis situations related to direct practice, administration and planning, and policy. The course provides students with the opportunity to acquire personal computer skills in a statistical software to calculate statistics and present results. Students are required to complete SW318 prior to entering the major. Social work majors must earn a grade of C or better in this course.

This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should therefore expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course the students should be able to:

- i. Explain the logic of the research process and its relationship to social work knowledge and practice;
- ii. Explain, calculate, and interpret descriptive statistics including: basic terminology, scales, notations, frequency distributions, measures of central tendency, measures of dispersion, and the normal distribution;
- iii. Read and analyze basic charts and graphs, contingency tables, and SPSS output results;
- iv. Explain the logic of hypothesis testing in inferential statistics;

- v. Explain, calculate, and interpret inferential statistics including t-tests, ANOVA, correlation, regression, and chi-square;
- vi. Identify and apply the correct statistical technique to the research question;
- vii. Understand that statistics are value neutral, but can be used to support discriminatory and prejudicial value positions contrary to the values of social work, especially against special populations (e.g., women, people of color, people with disabilities, gays and lesbians);
- viii. Use computer technology to compute descriptive and inferential statistics; and
- ix. State several examples of how statistics are used as a tool in the “real world” by social service agencies to analyze client outcomes.

III. TEACHING METHODS

Course materials will be presented through a variety of teaching strategies. Case studies, discussions, videos, in-class small group work, news articles, examinations, readings, paper assignments, and lectures will be utilized. The variety of teaching methods stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and throughout the semester. Students are responsible for material presented during every class session and through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. A statistical software will be utilized.

i. Teaching Assistant

Gabriella Fuentes is the class TA. As the TA Gabi will serve as a support to you (and me) throughout the semester. Gabi's contact information is located on Canvas. Gabi earned a BSW and a minor in economics. Her social work perspectives, particularly addressing research and statistics, and her minor in economics (she has taken more than the average number of statistics courses as an undergraduate) makes her an excellent TA for this course. In addition to her TA role, Gabi will be working as a Graduate Research Assistant (GRA) with the Institute on Domestic Violence & Sexual Assault (IDVSA).

ii. Use of Computer

At times, students will need a laptop to complete homework assignments, exams, and in-class exercises, etc. If you do not own a laptop, you may borrow one from the Steve Hicks School of Social Work's Learning Resource Center (LRC) (1.218). The LRC hours of operation are posted on their door. Computers are available from the LRC desk on a “first come / first served” basis, so please plan ahead. If you plan to borrow a laptop, please make your arrangements before class begins. UT EID and password is required to check out a laptop. Details about UT EID accounts, including how to obtain one are available at the web address: https://utdirect.utexas.edu/nlogon/eid_suite/general/. The Steve Hicks School of Social Work's computer lab is located in the Learning Resource Center (LRC) (1.218).

iii. Canvas and UT Box

Canvas and UT Box will be repository for this course. Canvas includes the syllabus, course announcement, contact information, e-mail addresses for group members, blog and or discussion section, and a depository for all assignments. Canvas *may* have periodic outages and slow-downs; students should avoid waiting until last minute to complete assignments on-time (see policy below). Canvas does not save your submission until you

have clicked “submitted” the assignment. Avoid your good work being lost to malfunctions, disconnected, glitches, and etc. Furthermore, if you click out of the assignment without saving or submitting your answers, Canvas may freeze and prevent you from accessing your work again. Save your answers before clicking out of an assignment.

IV. REQUIRED TEXT AND MATERIALS

Holcomb, Z. & Cox, K. (2018) *Interpreting Basic Statistics: A Workbook Based on Excerpts from Journal Articles* (8th Edition). New York, NY: Taylor and Frances
Print ISBN: 9780415787963, 0415787963 eText ISBN: 9781351847506, 1351847503

The publisher's pricing is likely the least expensive available online. If you order the print version, please be sure it arrives in time. The textbook is required beginning the week of September 3rd.

eRent or buy textbook from the publisher: [here](#)

or <https://www.vitalsource.com/products/interpreting-basic-statistics-zealure-c-holcomb-v9781351847506?term=978-0415787932>

V. COURSE REQUIREMENTS

This course has five assignment categories (i.e. some assignment categories have more than one graded assignment). Prompts (instructions) will be distributed in class and posted on Canvas. Students do well when they start early on assignments, follow the assignment prompt (instructions), use the university’s writing and departmental writing and computer labs, and ask questions. The course assignments categories are briefly described below. In class instructions and prompt are given for all assignment.

Group Presentation	30 points
Homework Assignments	20 points
In-class assignments	30 points
Reflective Analysis	10 points
Attendance & Participation	10 points
Total	100 points

Group Presentation (30 points): Based on the learning theory and popular phrase, “if you want to learn something, read about it, if you want to understand something, write about it, and if you want to master something, teach about it ” (Yogi Bhanjan). This assignment requires students to master by teaching. Small groups will be assigned and take a deep dive into one or two content areas. Students will collectively present (in a fishbowl style and with a formal presentation) the salient points of their assigned content areas. The prompt outlines the assignment expectations.

Homework Assignments (20 points): This assignment requires students to submit homework assignment instructed. Assignment instructions are provided.

In-class Assignments (30 points): In-class instructions will be provided.

Reflective Analysis (10 points): Students are asked to reflect on their learning about statistics and the use of statistics for social workers, their clients (individuals, family, groups and

community) and their practice (micro or macro). Students will submit a paper summarizing their reflective thinking and integration of the lessons learned, application of materials, and other questions that will be used to evaluate learning throughout the semester. A prompt is provided.

Attendance & Participation (10 points): Students are expected to actively contribute to the class discussions and learning in and outside the classroom and will be evaluated according to the criteria listed below. A grading rubric will be distributed. Attendance and participation are briefly described below; additional expectations may be added.

- Preparation – Students are expected to complete all readings, assignments, and to enhance classroom learning from outside sources, etc.
- Quality of Participation – Students are expected to meaningfully contribute to discussions and advance the depth of their small group activities and presentation. Behaviors such as talking, texting, reading and being online for non-class related materials are major distractions to your learning and the learning of others.
- Attendance & Engagement—Students are expected to attend class regularly, be on-time, communicate with the TA if you are going to miss a class, stay for the entire class session, and submit all missed assignments and materials on time.

i. Submitting Assignments to Receive Credit

- Students are expected to submit all assignments electronically **before 2 PM** on the due date.
- Students are expected to submit all assignments on Canvas.
- Assignments should be submitted with the file name as follows “Student’s Last Name (or Group Number), Assignment Title, and Final.”
 - Ex: “Busch or Group 1 Group 1 Presentation, PowerPoint FINAL”
- Assignments must be submitted according to the schedule.
- Late assignments will receive a five (5) percent penalty per day (weekend days are included).
- Assignments turned in after the beginning of class are late and receive a 5% penalty.
- Social work majors must earn a grade of C or better in this course.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

i. Attendance & Participation

- Students are expected to attend *all* class meetings, to read all the assigned readings, and to participate in class discussions.
- Students are expected to be on time for class. Being late more than twice counts as an absence.
- Students missing class for any reason are expected to email the TA and instructor as soon as they know they are going to miss class.
- Students may miss three classes for any reason.
- There are no “excused” absences.
- Students missing more than three class sessions may receive a 10% reduction in their overall course grade.
- Students missing four or more class sessions may receive an “F” for the course.
- See university policy (see Canvas for link) about missing class during a religious holiday.
- The instructor may use her discretion regarding these policies.

ii. Writing Assignments

- *The Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments. The writing prompt and grading rubric outlines criteria.
- Appropriate referencing is required.
- All papers are to be word-processed, double-spaced, 12-point font, and normal 1-inch margins.
- Attribution and Plagiarism. Students must give attribution to scholars’ work by using citations, quotation marks for direct quotes, and citations for paraphrasing the words and ideas. Failure to properly attribute and plagiarism may result in a “0” for the assignment and/or an “F” for the course.

iii. Concerns for Emotional Safety, Confidentiality, and Scholastic Dishonesty

- Issue of Emotional Safety and Safety: As part of this course, students may be working on assignments with and for agencies and/or in the community. As such, these assignments may present some minimal risks. Sound choices, the use of their own emotional intelligence, and caution may lower risks. It is the student’s responsibility to be aware of and adhere to policies and practices related high ethical principles. Students should also notify instructor and teaching assistance about any emotional and safety concerns.
- Issue of Confidentiality and Personal Disclosure: Personal disclosure is not an expectation or a requirement of this course. It might be very appropriate for students to talk about personal information during class. Personal disclosure is appropriate in the classroom context as it relates our learning about the particular topic. Students may need clarity about their how to think about self-disclosure (therapeutic versus learning) or thinking about their lives or the lives of others close to them. The UT Counseling Center is available is an available resource to students.
- Students are expected to adhere to strict standards of confidentiality during the semester.
- According to University’s policy, faculty and teaching assistants are required to report student victimization sexual assault and misconduct to university Title IX.

iv. Amendments to Syllabus

The instructor may modify, amend, or change the syllabus and or assignments and use her discretion as needed during the semester. Changes will be announced in class and posted in Canvas. Students are responsible to inquire about any changes that may have occurred in his/her absence.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy On Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional

social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented Disability Statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

Campus Carry. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a

religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class
- In the event of an evacuation, follow the professor's instructions
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

See Canvas

X. BIBLIOGRAPHY

- Almer, E. C., & Cantal, L. J. (2000). *Statistical tricks and traps: An illustrated guide to the misuses of statistics*. Los Angeles, Calif: Pyrczak.
- Holcomb, Z. C. (2010). *Interpreting Basic Statistics: A guide and workbook based on excerpts from journal articles*. Los Angeles, Calif: Pyrczak.
- Holcomb, Z. C. (1997). *Fundamentals of Descriptive Statistics*. Los Angeles, Calif: Pyrczak.
- Salkind, N. J., & Lindstrom-Bremer, K. (2016). Study guide to accompany neil J. salkind's statistics for people who (think they) hate statistics, 6 edition. Thousand Oaks, Calif: Sage.