Welcome to SW 214 Integrated Research Methods and Statistics I

This course is the first of a two-part sequence that explores research methods and statistics commonly used in the fields of social work and criminal justice. Over the course of the first term, students will review a significant body of literature related to a research question of their own choosing and write a proposal to investigate this research question in the spring semester. For the full catalogue description see page two of the syllabus. Prerequisite: FYC-101

How can I reach the instructor?

Lee Ann DeShong-Cook, MSS, LSW

Email: Deshong@juniata.edu

Office: **405 Good Hall**

Office Hours: **Wed. 11:30-2pm; Thur. 12-3pm**

Office Phone: **(814) 641-3674**

Cell Phone: **(814) 933-9560**

I will typically get back to you in 48 Hours

Textbook- Secure from Eagle Access

Applied Social Research: A Tool for Social Work and the Human Services, 11th Edition (KEEP this textbook for Spring Semester!)
Author(s)Timothy P. Hilton, PhD, MSW; Peter R. Fawson, PhD, MSW; Thomas J. Sullivan, PhD, MA; Cornell R. DeJong

Danielle J. Navarro and David R. Foxcroft, **Learning Statistics with jamovi: A Tutorial for Beginners in Statistical Analysis.** Cambridge, UK: Open Book Publishers, 2025,
Link: https://www.learnstatswithjamovi.com/

***Students will need a laptop that will run Jamovi for SW215**

When and how will SW214 Meet?

Start/End: 8/25- 12/12
Final TBD: Dec. 14-18 Online
Primarily Synchronous In-Person
Time & Day: MWF 2:20-3:10
Place: Good Hall 302
Occasional Virtual or Asynchronous: Via Canvas, Teams

What else is in this Syllabus? (Table of Contents)

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What are my expectations for students in SW214?

Statistics fly around our social media feeds and are frequently cited by politicians and journalists, but how do we know what these numbers really mean? Can we trust them? Are problems like opioid overdoses, homelessness, or asylum seeking at the southern border as bad as the media portrays them to be? How can research help us understand and solve these problems? Can we trust research results?

Be prepared for class. Spend at least 60 minutes before each class getting ready to discuss the readings, ask a question about something confusing, or give an update on your project for the class.

Check your email daily. It is an essential professional skill, and I expect that you will read any email I send within 24 hours of my sending it.

Please be sure to **read this syllabus thoroughly**. It is a starting point for us to have a successful semester together. However, **please Check Canvas for the most up to date assignment instructions and due date information**. I may revise an assignment or due date in order to allow us to take advantage of community events, or if we fall behind in our plan.

SW 214 Integrated Research Methods and Statistics I

This is part one an integrated two semester course sequence. In this course we will apply processes of social inquiry to the assessment of historically oppressed and vulnerable populations, and of the interventions used to help those populations. This course integrates key research concepts and commonly used quantitative and qualitative methods in the social sciences, with the ability to communicate effectively about research with written and verbal skills. The course teaches students not only to conduct social science research but also to consume and utilize social science research in a critical way, including in practice as a helping professional.

Objectives for SW214:

- Critically reflect on peer reviewed social science literature to assess issues and interventions that impact historically oppressed and vulnerable populations
- Use knowledge of statistics to critically analyze findings published in both peer reviewed and popular sources
- Apply the social science research process to write an effective research proposal
- Deliver an effective oral presentation of the research proposal

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES: BECOMING A PROFESSIONAL SOCIAL WORKER

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Juniata College Social Work Program strives to build a high level of student skill in each competency and practice behavior area.

SW214/215 Integrated Research Methods and Statistics focuses mainly on:

- Engage in Practice-Informed Research and Research-Informed Practice (Competency 4)
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9).

It also addresses:

- Demonstrate of Ethical and Professional Behavior (Competency 1)
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (Competency 3)
- Engage in Policy Practice (Competency 5)
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice (Competency 2).

COURSE SCHEDULE

NOTE: This document represents the intended plan at the beginning of the semester. The course schedule and due dates may change as the semester progresses. Changes will be made in Moodle, not in this document. Please see Moodle for the most up to date course information.

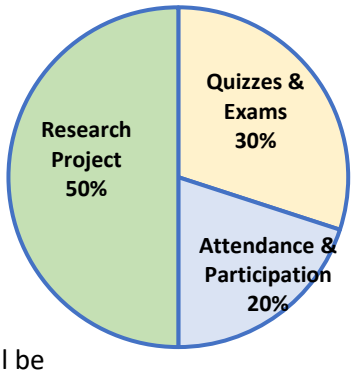
Module/Topics	Date	Assignment and Readings	CSWE Competency
Week 1: Beginnings			
Review syllabus, set goals, identify hopes or anxieties.	Mon 8/25	Read for Wednesday: Kindness as an Intervention for Student Social Interaction Anxiety, Resilience, Affect, and Mood: The KISS of Kindness Study II	1, 2, 4
Discuss strategies for reading research articles, what do we like? What makes us anxious? What should we do when we don't understand key terms, figures, or statistics?	Wed 8/27	**Practice Annotated Bibliography Entry- in class activity**	
Introduction to Survey Research Lab Experience	Fri 8/29	Food Insecurity Survey Data Entry Experiential Learning In Class Activity Read for Monday: Chap. 1 & 2	1,2,3,4,9
Week 2: General Research Thinking			
"Why Research?" Exploring topics forming initial research groups	Mon 9/1	Annotated Bibliography Source 1	4
The Scientific Process	Wed 9/3		
Guest Lecture- Using Library Resources to Find Peer Reviewed Scientific Literature	Fri 9/5	IRB Training Due 9/7 Read for Monday: Chap. 3 Ethical Issues in Social Research	4
Week 3: Ethics in Research			
Research Progress Small Group Check In	Mon 9/8	Annotated Bibliography Source 2 Reading for Wed: Race Counts: Racial and Ethnic Data on the U.S. Census and the Implications for Tracking Inequality	2,3,4
History and Minority Experiences	Wed 9/10		
Modern Ethical Concerns	Fri 9/12	Quiz 1 Read for Monday Chap. 11 Single System Design	2,3,4
Week 4: Single Subject Design			
Research Progress Small Group Check In	Mon 9/15	Annotated Bibliography Source 3	1,4,9
Applying Single Subject Design	Wed 9/17		
Barriers and Weaknesses of SSD	Fri 9/19	Read for Monday Chap. 12 Evaluation Research	1,2,3,4,9
Week 5: Evaluation Research			
Formative	Mon 9/22	Annotated Bibliography Source 4	1,4, 9
Summative	Wed 9/24		
Barriers to Use of Evidence	Fri 9/26	Annotated Bibliography Source 5 Read for Mon. Chap. 4 Problem Formulation: Developing a Well-Built Answerable Question	1,2,3,4,9
Week 6: Answerable Questions			

	Mon 9/29	Quiz 2 Annotated Bibliography Source 6	4,9
	Wed 10/1		
	Fri 10/3	Annotated Bibliography Source 7 Read for Monday: https://pressbooks.pub/scientificinquiryinsocialwork/chapter/4-1-what-is-a-literature-review/	4,9
Week 7: Focusing the Literature Review			
Looking ahead to measures & methods	Mon 10/6	Annotated Bibliography Source 8 1. Read for Wed. https://pressbooks.pub/scientificinquiryinsocialwork/chapter/4-2-synthesizing-literature/	4,9
	Wed 10/8	Annotated Bibliography Source 9	
	Fri 10/10 No Class due to Social Safety Net Simulation	Annotated Bibliography Source 10 Read Literature Review Writing Guide for Mon. - https://pressbooks.pub/scientificinquiryinsocialwork/chapter/4-3-writing-the-literature-review/	
Week 8: Writing			
Organizing your information	Mon 10/13	Literature Review Outline and Writing Plan Due 10/15	
Planning to write	Wed 10/15		
Small Group Work Session	Fri 10/17	Quiz 3	
Week 9:			
	Mon 10/20	Fall Break- No class	
Small Group Work Session	Wed 10/22	Literature Review Rough Draft Due 10/23	
Peer Review	Fri 10/24	Read for Mon. Chap 5: The Process of Measurement	
Week 10 Preparing to Measure			
Types of Variables	Mon 10/27	Variable Brainstorm	
Sources for valid and reliable measures	Wed 10/29		
	Fri 10/31	Quiz 4	
Week 11: Describing your methods			
	Mon 11/3	Catch Up Day	
	Wed 11/5	Planned Measures Worksheet	
	Fri 11/7	Literature Review Final Draft Due 11/9	
Week 12: Ethics Check In			
	Mon 11/10	Sampling Plan	
	Wed 11/12	Risk and Benefits	
	Fri 11/14	Anonymity and Data Security- Quiz 5	
Week 13: Preparing to submit IRB			
	Mon 11/17	Informed Consent	
	Wed 11/19		
	Fri 11/21	IRB Application Planning	

Week 14:	Mon 11/24-Fri/11/28 No Classes- Thanksgiving Break		
Week 15: Pulling it all Together- Preparing to Present			
	Mon 12/1	Power Point Guidelines	
	Wed 12/3	Small group work day	
	Fri 12/5	Small group work day	
Week 16:			
	Mon 12/8	Presentations	
	Wed 12/10	Presentations	
	Fri 12/12	Final Submission of IRB Application	

SW 214 COURSE ASSESSMENTS AND ASSIGNMENTS

SW 214 ASSESSMENTS



Attendance, Participation, and Professionalism (200 pts)

Being present in class and prepared to participate is part of developing a student's professional sense of self. Students should be sure to review the attendance policy. If there is a need to miss a class, students should be sure to secure written permission from the professor via email, which will ensure the ability to make up any missed work.

5 Statistics Vocabulary and Concepts Quizzes Plus Final Exam (300 pts total)

Students will build knowledge of statistical and methodological vocabulary and concepts throughout the semester via reading and course lectures. This knowledge will be assessed via five quizzes (40 points each) and one final exam (100points) in Canvas. Please note that mastery of the vocabulary and concepts is essential for preparing students to learn the statistical analysis skills in the Spring semester of the course. Note the final exam will take place during finals week, virtually in Canvas.

Research Proposal (500 pts total)

A research proposal is a blueprint that explains what you want to investigate, why it matters, and how you plan to do it. Writing one is a great way to learn research methods because it walks you through each step of the process: asking a clear question, reviewing what's already known, choosing the right way to collect and analyze data, and thinking ahead about ethics and limitations. By building a proposal, you're not just planning research—you're practicing the same skills real researchers use every day, from critical thinking to problem-solving.

Here are the steps you will take to end up with a strong final proposal.

Annotated Bibliography (100) Throughout semester

Analysis and annotation of 10 peer reviewed sources- see Canvas for detailed instructions.

Literature Review (100) Throughout semester

Statement of problem, summary of themes found in research, and statement of research question.

Methods (120) Throughout semester

Statement of varriables, measures, sampling approach, and human subjects protections

IRB Training and Application (100) – Throughout semester

IRB Training and submission of formal application for approval of research plan to be completing in Spring 2026.

Oral Presentation of Proposal (80) -Last Week of Class

An essential element of becoming a strong researcher is the ability to talk about research. This oral presentation is an opportunity for students to demonstrate their ability to utilize statistical and methodological vocabulary, explain their research topic, including a brief summary of the literature upon which their proposal is based, and to explain the rationale for the chosen methods.

Note for planning ahead: In the spring semester, during SW215, students will carry out their research plan, analyze their data, and report their findings in writing and in an oral presentation to the class. Students will be encouraged to present their work at Juniata's Spring Liberal Arts Symposium as a poster or brief presentation. Students who wish to expand their research could consider applying for a summer research grant in collaboration with department faculty.

Grading System

Students are responsible for tracking their own grades throughout the term using the Moodle learning system. Please check your grade with appropriate regularity (such as, once per week). If there are any discrepancies, they should be reported to and discussed with the instructor as soon as possible.

SW 214 Assessments	**Points**
5 Statistics Vocabulary and Concepts Quizzes Plus Final Exam	300
Attendance and Participation	200
Research Project	500
Total	1000

Final grades for the course will be assigned using the following scale:

A	920-1000
A-	900-919
B+	860-899
B	820-859
B-	780-819
C+	740-779
C	700-739
C-	670-699
D+	640-669
D	600-639
F	599 or less

Juniata Course Policies

Attendance:

I hope you are able to regularly attend and engage with this course because learning happens through our interactions with others. In this course, engagement in class discussions in small groups and as a whole class is essential for learning, because social processing of ideas is essential for mastering the material.

I expect circumstances may happen that prevent some of us from attending class. If this is the case for you, communicate with me via email with your name, date of missed class, and rationale as soon as you know you need to miss class. We can then make a plan for you to make up any missed course content by the end of the semester. If you do not notify me of your excuse for being absent within 24 hours of the absence, it is unexcused. More than three unexcused absences is grounds for reduction of your final grade by ½ letter grade for each subsequent absence.

Withdrawal and Pass/No Pass:

Per College policy, students may withdraw or elect to take the course pass/no pass until noon on the last day of classes for the term which is Friday Dec. 12th, 2025. The Course Withdrawal and Pass/No Pass forms are available on the Registrar's Office website or from their office and must be submitted to their office by the deadline. **Students who are struggling with the course are strongly encouraged to talk with the professor prior to the end of the semester about options for improving performance.**

Academic Integrity

All members of the Juniata College community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Using the words and ideas of another and representing them as your own, without giving credit and acknowledging your source, is an act of academic dishonesty. Juniata's Academic Integrity Policy: https://www.juniata.edu/academics/provost/integrity.php Chat GPT and other forms of generative AI are not appropriate for completing the written assignments in this course in any way. Use of these will constitute a violation of academic integrity. In some instances Chat GPT can be used as an aid in research, we will review the parameters for this as part of our conversation about expert sources.

Student Accessibility (Outside Students)

Juniata is committed to providing equitable access for student learning. To arrange for an accommodation based on a documented medical condition, mental health condition or learning disability (or if you suspect you have one), please contact accessibility@juniata.edu. I encourage you to confirm that the office has received a copy of your accommodation letter and schedule a time for us to meet to discuss your needs. It is best to submit accommodation requests before the semester begins, although requests can be made at any time during the semester.

Sex Discrimination/Sexual Harassment/Sexual Violence

Juniata College affirms the rights of all to live in a community free of interpersonal violence and seeks to connect individuals with the highest quality professional support and guidance when such acts occur. College policy is compliant with federal Title IX law that prohibits discrimination, harassment and violence based on sex and gender (including sexual discrimination, sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation and retaliation). ***These behaviors will not be tolerated within the Inside Out Classroom.***

If you or someone you know has been the target of sex discrimination, harassment or sexual violence, Outside Students can receive **confidential** support and guidance from:

- Office for the Prevention of Interpersonal Violence (the SPoT, Ellis Hall),
- staff of the Glaeser Counseling Center (counseling@juniata.edu or 814-641-3353),
- Pastors Ben and Cindy Lattimer, Juniata's College Chaplains (814-643-3390),

- Physicians or medical staff at Broad Top Health and Wellness in the Sill Business Center,
- Huntingdon House (domestic/dating violence/stalking hotline at 814-643-2801), or the
- Abuse Network (sexual assault hotline at 814-506-8237).

Non-confidential reports can be directed to:

- Dan Cook-Huffman, Title IX Coordinator (titleix@juniata.edu) or
- Dean Damschroder in the Dean of Students Office, Founders Hall.
- You can also report to Huntingdon Borough Police at 814-643-3960 or 911.

Except as noted above, all Juniata professors and staff are designated as responsible employees (non-confidential) and are required to report sexual misconduct to the Title IX Coordinator. Every effort will be made to protect your privacy and confidentiality, to the greatest extent possible, while balancing our collective efforts to make our campus a safer place for everyone.

Commitment to Inclusion and Respect for Diversity Including:

a. **Names and Pronouns:** In this classroom, we seek to use people's chosen first names only and their chosen pronouns. You are invited (if you want to) to share the name and the pronouns you go by. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.

b. **Respect for Diversity**: It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: race, gender, sexuality, disability, age, socioeconomic status, ethnicity, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

c. This syllabus acknowledges and utilizes sources, perspectives and/or scholarship from marginalized cultural backgrounds in a significant and meaningful way.