# Welcome to SW 215 Integrated Research Methods and Statistics II

This course is the second 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 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. In the second semester students conduct their research, analyze their data, and summarize their findings. For the full catalogue description see page two of the syllabus. Prerequisite: FYC-101, SW214

**How can I reach the instructor?**

Lee Ann DeShong-Cook, MSS, LSW
Email: Deshong@juniata.edu
Office: **405 Good Hall**
Office Hours: **Mon. 11am-1pm; Tues. 9am-11am; 1pm-4:30pm**
Office Phone: **(814) 641-3674**
Cell Phone: **(814) 933-9560**

**I will typically respond to email within 24 Hours**

**What books and materials are required?**

**Secure from Eagle Access:**

***Applied Social Research***

***A Tool for Social Work and the Human Services***

**Available online: Learning Statistics with Jamovi**

**Other readings will be posted in Canvas throughout the semester.**

**When and how will SW215 Meet?**

Start/End: 1/22- 5/7
Final TBD: (plan to attend in person)
**Synchronous In-Person**
Time & Day: M/W/F
Classroom: Statton

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

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**In a nutshell: What are my expectations for students in SW215?**

Statistics can be challenging to understand let along use in our work. In this part two of the research sequence students will focus on applying skills learned in the fall to carry out their own research projects and analyze their own data. We will use online and in-class practice examples to build our understanding of Qualtrics, Jamovi, Probability, and Inferential Statistics. To be successful students will need to attend class and keep up with assignments, if you need to miss an occasional class or need an extension on an assignment be sure to email me. **Flexibility and accountability will be our guiding principles and I will apply these in my decision making throughout the course.**

**Check your email and Canvas daily.** 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. *It is my hope that we will have a meaningful and dynamic class experience this spring!*

**SW 215 Integrated Research Methods and Statistics II**

This is part two of 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 SW215:**

- Conduct qualitative and quantitative methods.
- Analyze data and summarize findings.
- Describe findings within frame of literature review.
- Describe limitations, implications and conclusions.
- Oral presentation of research and findings

**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 2022, 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:**

- Engagement in Practice-Informed Research and Research-Informed Practice (Competency 4)
- Evaluation of Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9).

**It also addresses:**

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

**COURSE SCHEDULE- Note any changes will be reflected in Canvas, be sure to check it daily.**

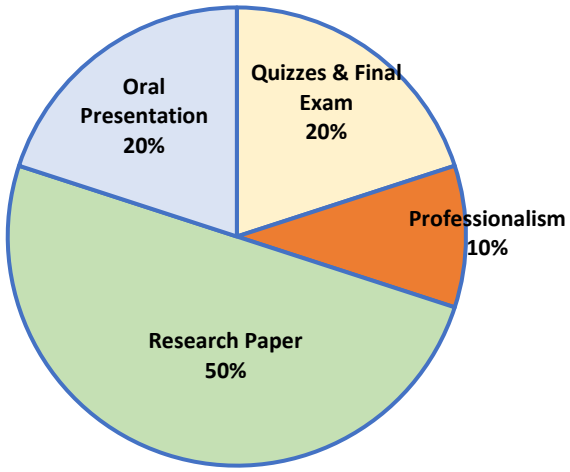
| Week-Class Date | Module/Topics | CSWE Competency |
|---|---|---|
| 1- 1/21 | Intro, review of syllabus, IRB Updates- Survey Research Methods and Qualtrics | 4,9 |
| 1-1/23 | Qualtrics Lab- Testing your survey, preparing to launch, Survey Dissemination- Trouble Shooting- Email, Posters, QR Codes, Snow Ball Techniques | |
| 2-1/26 | Communicating About Your Research | |
| 2-1/28 | The Research Paper | 4,9 |
| 2-1/30 | Posters and Powerpoints: Preparing to submit an LAS Proposal- Timelines for Poster Submission to Print Shop- Proof Reading 101 | |
| 3-2/2 | Data Analysis Skills Overview | |
| 3-2/4 | One Variable (Univariate) Analysis- Distributions- Measures of central tendency | 4,9 |
| 3-2/6 | Univariate Analysis- Discrete vs Continuous Variables- Quiz 1: Univariate Analysis (Opens 2/7- closes 2/9) | |
| 4-2/9 | Sub-Group Analysis | |
| 4-2/11 | Two Variable Analysis (Bi-Variate) | 4,9 |
| 4-2/13 | Three or more Variable Analysis (Multi-Variate)- Quiz 2: Bi and Multi-variate Analysis (opens 2/14- closes 2/16) | |
| 5-2/16 | Jamovi- Lab Frequencies and Measures of Central Tendency | |
| 5-2/18 | No class – Juniata NEST Day- Happy Self Care! | 4,9 |
| 5-2/20 | Chi-Square- What is it? When to use it? | |
| 6-2/23 | T-Tests- What are they? When to use them? | |
| 6-2/25 | Jamovi Lab- T-Tests & Chi-Square | 4,9 |
| 6-2/27 | Review of Quantitative Data Analysis Quiz 3: Chi Square and T-Tests- (opens 2/28 closes 3/2) | |
| 7-3/2 | Qualitative Research and Data Analysis Method Overview | |
| 7-3/4 | Code Books and Thematic Analysis- Initial Coding of Qualitative Data in Excel | 4,9 |
| 7-3/6 | Second level coding- combining qualitative and quantitative data Quiz 4- Qualitative Data Analysis (Opens 3/7 closes 3/9) | |
| 3/7-3/15 | Spring Break | |
| 8-3/16 | Preparing to Write Your Research Paper- Revising and Focusing The Literature Review | |
| 8-3/18 | Revising and Focusing the Research Question | 4,9 |
| 8- 3/20 | Describing your Research Methods: the difference between what you planned and what you did. | |
| 9-3/23 | Describing your sample: Who participated in your research? What do the demographics of your sample look like? | |
| 9-3/25 | Describing your data: How many complete responses did you get? How many qualitative responses? What is the range? | |
| 9-3/27 | Describing your analysis and findings: What statistical tests did you run? What evidence did you find of relationships between variables? What groups did you compare? Were your findings statistically significant? What themes arose from your qualitative items? | 4,9 |
| 10-3/30 | So What? Approaches to describing any Implications and Conclusions from your research within the academic conversation about your topic- (Making links back to your literature review and theoretical underpinnings) | |
| 10-4/1 | What next? Describing action steps and/or areas for further research | 4,9 |
| 10-4/3 | Identifying and Describing Limitations | |
| 11-4/6 | Abstracts and Paper Titles- Describing your work in a nut shell | |
| 11- 4/8 | Condensing your work into a Poster or Powerpoint | 4,9 |
| 11- 4/10 | Data Analysis/Writing Lab- Small Group Work Week and Progress Check With Lee Ann **(LAS Posters must be completed and reviewed by Lee Ann and a TA by 4/13)** | |

| | | |
|---|---|---|
| 12- 4/13 | Data Analysis/Writing Lab- Small Group Work Week and Progress Check With Lee Ann | |
| 12- 4/15 | Data Analysis/Writing Lab- Small Group Work Week and Progress Check With Lee Ann | 4,9 |
| 12- 4/17 | Data Analysis/Writing Lab- Small Group Work Week and Progress Check With Lee Ann | |
| 13- 4/20 | Communicating About Your Research- Practice/Preparation for LAS Presentations | |
| 13-4/22 | Communicating About Your Research- Practice/Preparation for LAS Presentations | 4,9 |
| 13- 4/23 | Liberal Arts Symposium | |
| 13-4/24 | LAS Debrief | |
| 14-4/27 | Preparing to Draft Your Final Research Paper- APA Formatting Guidelines | |
| 14-4/29 | Presenting your research at Academic Conferences- options for the future with Juniata Faculty and Beyond | 4,9 |
| 14-5/1 | Careers in Research and Opportunities for Further Study | |
| 15-5/4 | Applying Research Methods in your future Professional Roles | |
| 15- 5/6 | Research Publishing Options | |
| 15- 5/8 | Review for Final Exam | |
| Finals- 5/10-14 | Final Exam- in person | |

**SW 215 COURSE ASSESSMENTS AND ASSIGNMENTS**

**Participation and Professionalism (100 pts)**

Students will attend class and participate in discussions and activities. They are expected to demonstrate professionalism including polite, professional emails, and oral communication, and completion of all tasks for the course. Students will be given an opportunity to reflect on progress on this goal in collaboration with the professor at **Mid-term** and again **at the end of the semester**. The grade for this element of the course will be collaboratively determined via **individual student conferences.**




**Quizzes and Exams (200 pts)**

Students will complete four quizzes that will be drawn from assigned readings, lectures, and tutorials. **25 pts each**
Students will complete a final exam that will assess knowledge and skills acquired during the spring semester. (**100 pts)**
**Research Paper (500 pts total)**

Students will utilize the course text book, lectures, class meetings, and consultation with the professor to write their research paper, via a series of **scaffolded drafts** throughout the semester. Students are required to implement the mixed methods proposal that was developed in the first segment of the course. Students will utilize Qualtrics, Jamovi and Excel to analyze data and create data visualizations, which should be included in the paper and presentations.

Be sure to review the more detailed guidelines and the grading rubric for the final paper in Canvas.

**Research Paper Draft Schedule and Due Dates**

Draft 1: Methods Revisions- inc. literature review, research question and references from fall (50 pts) DUE 3/22
Draft 2: Methods & Results (50 points) DUE 3/29
Draft 3: Conclusions & Implications (50 points) DUE 4/12
Draft 4: Limitations and Abstract (50 points) DUE 4/19

Final Paper: All sections with revisions (300 points) DUE 5/6

**LAS Oral Presentation of Research (200 points)**

Please prepare to present your research to your peers during the Liberal Arts Symposium using either a Power Point Poster or Power Point Presentation. Your work should highlight both qualitative and quantitative findings, as well as implications and limitations of the research. Either poster presentations or power point presentations are acceptable, but should be planned in collaboration with the professor, should be error free, and interactive in nature.

Posters in PowerPoint Should be Completed and Submitted for Review by Professor by Monday 4/13/26

Power Point Presentations Should be submitted for review by Professor by Monday 4/20

| **SW 231 Assessments** | **Points** |
|---|---|
| Statistics Quizzes, Technology Skill Checks, and Final Exam | 200 |
| Professionalism and Engagement | 100 |
| Research Paper | 500 |
| LAS Presentation (poster or panel) | 200 |
| Total | 1000 |

Final grades for the course will be assigned using the following scale see notes about completion and attendance for exceptions to this policy:

| | | | |
|---|---|---|---|
| A | 940-1000 | C | 730-779 |
| A- | 900-939 | C- | 700-729 |
| B+ | 880-899 | D+ | 680-699 |
| B | 830-879 | D | 630-679 |
| B- | 800-829 | D- | 600-629 |
| C+ | 780-799 | F | 599 or less |

**Attendance and Assignment Expectations**

Students are expected to attend all classes and complete all assignments on time. Late arrival or early departure from class is only acceptable with permission from the professor. Students who cannot attend class for any reason must communicate with the professor about the reason for the absence via email **prior** to the absence in order to be excused from class, using the following format.

Subject line needs to include the course number and the word absent and the body of the email needs to include Student Name, Date of absence, and Reason for Absence.

Students who have more than two unexcused absences may have a grade reduction of ½ letter grade for each subsequent unexcused absence. A failure to submit all assignments can result in failing the course, regardless of performance in other areas.

Exceptions to this policy can be made in light of extenuating circumstances, at the discretion of the professor.

## COURSE POLICIES

### 1. Withdrawal Date

Per College policy, students may withdraw from the course until noon on the last day of classes for the term (local date/time). The Course Withdrawal form is available on the Registrar's Office website or from their office and must be submitted to their office by the deadline.

### 2. 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

Given the relatively recent and widespread availability of generative artificial intelligence (AI) tools like ChatGPT, the following policy will be applied to student work in this course:

Use of AI for completion of your research paper, without acknowledging the use of this source constitutes a violation of academic integrity. While AI can be a powerful learning tool I strongly encourage students to access original peer reviewed sources and our course texts for their learning and to interpret and explain their own unique perspectives in their own voice for all assignments. It is a violation of academic integrity to use AI to write your research paper, you may use AI tools to edit and correct spelling and grammar.

### 3. Student Accessibility

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.

### 4. Technology:

Video and audio recordings of class sessions could be part of the classroom activity. The video and audio recording is used for legitimate educational use/purposes and may be made available to all students presently enrolled in the class. For purposes where the recordings will be used in future class session/lectures, any type of identifying information will be adequately removed from the videos.

### 5. 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).

If you or someone you know has been the target of sex discrimination, harassment or sexual violence, you 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.

**6. Access to Resources**

a) The Writing Center: The Writing Center is staffed by experienced peer tutors who serve writers across the curriculum. Tutors can help writers at any stage of the writing process: from figuring out a prompt to finalizing a draft. This semester, the Writing Center is located on the second floor of the Statton Learning Commons and will be open from 6-10 p.m. Monday through Thursday evenings. No appointment required. For meetings outside of these hours, please email writing@juniata.edu.

b) Academic Success Coaching is available at no cost to all students by appointment through the Academic Resources office. Success Coaches guide students to identify their real and perceived barriers to academic success. They assist students with navigating those barriers by cultivating self-awareness of their strengths and help them develop skills and strategies to become better learners and better self-advocates for their learning. For more information or to schedule an appointment please contact Academic Resource Coordinator, Brian Baker, at bakerb@juniata.edu.

c) Peer mentoring is available to all students by appointment through Academic Resources. Peer Mentors help students meet their goals with academic and personal success skills development. Through individual and team interactions (both online and face-to-face), they cultivate and model healthily peer relationships, improve study and communication skills, encourage teamwork, collaboration, problem solving, empathy and understanding of others. Peer Mentors are knowledgeable about resources on campus, facilitate connections to resources and serve as a role model.

d) For more information or to schedule an appointment please contact Academic Resource Coordinator, Brian Baker, at bakerb@juniata.edu.

e) Peer tutoring is a free service provided to students through either individual or drop-in sessions. Students may connect with a tutor for a single meeting to focus on specific concepts, or they may utilize tutoring services for the entire

**6. Commitment to Inclusion and Respect for Diversity Including**:

a. **Names and Pronouns:** Many people use a name in daily life that is different from their legal name. In this classroom, we seek to use people's chosen names and 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. Students may update their chosen name and pronouns that will be displayed on various campus platforms by logging into Colleague Self-Service, then clicking on User Options, then User Profile, then the Edit Personnel Identity button.

b. **Respect for Diversity**: **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. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

c. The General Education Committee recommended syllabus statement (as appropriate): This syllabus acknowledges and utilizes sources, perspectives and/or scholarship from marginalized cultural backgrounds in a significant and meaningful way.