University of Utah  
College of Social Work  
Bachelor of Social Work Program  
MASTER COURSE SYLLABUS

SW 3000-090: Applied Statistics for Social Workers [Online] (4 credit hours)

Instructor: Jessica McCallister, MSW  
Email Address: jessica.mccallister@utah.edu  
Class Time: Online  
Office Hours: anytime by appointment

**Prerequisites**

None

**Course Description**

This class prepares students to setup, maintain, and use agency-based databases. Specifically, students learn how to enter data into a database, use data analyses to make clinical decisions, provide outcome information to track treatment progress or obtain funding, and answer hypotheses in order to improve treatment.

**Course Purpose**

The purpose of this class is to provide you with the knowledge and skills that you will need to successfully practice as a professional social worker. NASW Code of Ethics says the primary mission of social work is to “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” Statistics can be a powerful tool – a tool that will help you with this. This course will prepare you to accomplish your professional mission by learning how applied social work statistics can be used for advocacy and social justice, especially for people who are vulnerable, oppressed, and living in poverty. You will find it particularly helpful in your career to be able to understand research findings in professional literature, analyze ongoing practice-oriented data to assess client needs or inform changes in treatment, and to evaluate program effectiveness. Plus, you want to be able to make informed clinical decisions, give impressive presentations on clinical findings to your colleagues, and ask for funding.

This course is designed to teach the professional data analysis skills you need to be an effective social work practitioner as you seek to serve individuals, children, and families within their environment and the context of their specific cultures. Consequently, issues of values, ethics, diversity, social and economic justice, and population-at-risk will be examined throughout this course.

**Course Objectives**

At the conclusion of this course, students will be able to:

1) Demonstrate proficiency in creating, maintaining, and using an agency level research database
using SPSS.

2) Correctly identify the key statistical informational components needed to correctly conduct and interpret professional research findings and program evaluations within agencies and other social work settings. Specifically, to be able to correctly distinguish or calculate:
   - independent variables versus dependent variables;
   - levels of measurement for each variable;
   - appropriate measures of central tendency for each variable;
   - appropriate measures of dispersion (variability) for each variable;
   - appropriate choice of statistical test based upon the frequency distribution and level of measurements; and
   - probabilities based upon the normal curve.

3) Use agency database data to conduct social work evaluation research, and to answer clinical questions.

**Council on Social Work Education (CSWE)**

CSWE is the accrediting body for undergraduate and graduate social work programs in the United States. They developed the Educational Policy Accreditation Standards (EPAS) by which curriculum and programs are assessed and accredited (See Appendix A).

**Required Materials**

- Calculator with basic mathematical functions
- Readings materials and other multimedia (available on Canvas)

**Optional Materials: (**however, highly consider purchasing the SPSS program for your use on your personal computer, given this is an online class and some students may not be able to go to the campus to use the campus computers)**

- SPSS Gradpack Base Pack (most current version on website below) can be purchased through the following link below (www.onthehub.com) for around $40 for the 6-month rental version.
- http://www.onthehub.com/spss/?cm_mc_uid=69669758473315014735032&cm_mc_sid_5020000=1501473503&cm_mc_sid_52640000=1501473503
- This software is also installed on every computer in the College of Social Work (main campus) computer lab, and lab access should be sufficient for completing all class activities. However, you may wish to purchase this package for greater convenience and flexibility in completing your homework from home.

**ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this
course can be made available in alternative format with prior notification from the Center for Disability Services.

**Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the University Counseling Center (801) 581-6826 and/or Center for Student Wellness (801) 581-7776.

**Violence and Harassment**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kind of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677 (COPS).

**Gender Pronoun and Name Preferences**

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are Monday through Friday 8:00am-5:00pm, and 8:00am-6:00pm on Tuesdays.

**Veteran Center**

If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: Monday through Friday 8:00am-5:00pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support.
you would like to discuss for this class. In addition, please know that you are welcome to consult with Elizabeth Perez, Academic Advisor, BSW Program. Elizabeth may be reached at elizabeth.perez@utah.edu.

**Academic Integrity Statement**

Student Code of Conduct: While scholastic dishonesty is not anticipated, students shall be subject to The University of Utah’s policy on this subject. See Code of Student Rights and Responsibilities Policy at http://www.admin.utah.edu/ppmanual. Students are encouraged to familiarize themselves with this policy and standards. Please note that academic misconduct violates the NASW Code of Ethics, and represents a failure to achieve learning outcomes related to EPAS 2.1.2, social work ethics and professional conduct.

**Academic Misconduct**

The College of Social Work does not permit or tolerate academic misconduct. The following information is drawn from the University of Utah’s Code of Student Rights and Responsibilities (http://www.regulations.utah.edu/academics/6-400.html):

“Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

1. Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

3. Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

4. Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”
Official Drop/Withdrawal

The last day to drop classes is [date]; the last day to withdraw from this class is [date]. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student’s responsibility.

Content Accommodation

The content of this course is largely mandated by the requirements of CSWE. In accordance with University of Utah policy, students are encouraged to familiarize themselves with these requirements before requesting substantive content accommodations. In addition, please know that you are welcome to consult with Elizabeth Perez, Academic Advisor, BSW Program. Depending on your situation, she may recommend campus resources, a change in course schedule, or other forms of assistance. Elizabeth may be reached at elizabeth.perez@utah.edu.

Instruction and Learning Methods

The primary teaching methods utilized in the course include all online activities that include: participation in weekly forums, responding to peers in the weekly forums (participation), completing assigned tasks each week, and completing other written assignments/papers. To successfully complete the above, textbook readings, videos, and selected readings are assigned each week and modules come with instructional content that is designed to facilitate the majority of the learning each week. Your instructor is available for additional assistance and the University of Utah has technical support assistance available to all students. Students will have numerous opportunities to examine issues of individual interest that support their professional development. Students are responsible for their own learning; as such, students are expected to attend class and participate in a manner that will help them achieve the learning goals, objectives and practice behaviors for the course. This course requires critical thinking, skillful writing composition, and verbal discourse, where knowledge and information is shared with others.

Course Expectations

1. **Student Expectations**: Students are expected to demonstrate professional behavior, which means: attending to class activities weekly and to participate in class discussion; asking questions and/or giving feedback; engaging in courteous communication with instructors and peers inside and outside of the classroom; and showing respect for others’ opinions. When communicating with instructors or peers, in person or electronically, please be aware that standards of professional behavior apply. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally. Students are responsible for their own learning and contributing to a larger learning community in the classroom. It is imperative that students be present in the online course in order to learn valuable skills for social work practice.

2. **Instructor Expectations**: The Instructor is expected to demonstrate professional behavior, which means: attending the online class; informing students of changes to the course syllabus; informing students of changes to the class schedule; providing clear expectations on course
assignments; providing clear and concise feedback on course assignments; returning assignments to students in a timely manner; and replying promptly to e-mail. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally.

3. **Course Assignments:** All written assignments are due on the day specified both in the syllabus and in the online course room. All written assignments are to be submitted electronically via CANVAS. **All written assignments that are submitted late will receive a deduction appropriate to the level of lateness the assignment was submitted.** The instructor has liberty as to how late points will be calculated. All written assignments will be checked using anti-plagiarism software. The instructor reserves the right to grant an extension on course assignments. If the student anticipates that an extension is necessary (i.e., medical, personal, and/or familial), the student is strongly expected and encouraged to communicate with the instructor sooner rather than later. No extension requests will be approved on assignments that are due within the next 48 hours.

4. **Incompletes:** In accordance with University of Utah policies and procedures, Incomplete Grades are strongly discouraged. The University of Utah requires that a student has completed a minimum of 80% of the required course work before the instructor may grant an Incomplete. Please speak with the instructor before assuming an Incomplete will be granted.

5. **Safety:** As part of professional social work education, students will have assignments that involve working in agency settings and engaging with the community. As such, these assignments may present some risks (**not applicable to this online course**). 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 appropriate authority regarding any safety concerns.

6. **Confidentiality:** Personal disclosure is not an expectation or requirement of this course. However, it may be appropriate for students to share information during class as it relates to learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

7. **E-mail Correspondence:** It is preferable that e-mail correspondence to the instructor come from a UMail account (ending in @ utah.edu). E-mail from non-UMail accounts may go to the instructor’s junk mail folder, which will not be reviewed. Senders must also validate that all submitted documents are in readable format (i.e., Microsoft Word). If the instructor receives corrupted documents, the instructor will inform the sender and the sender will be responsible for submitting a readable document. The use of e-mail correspondence has created expectations that the receiver of an e-mail receives and reads every e-mail within seconds of its activation by the sender. Unfortunately, these expectations are unreasonable for most people. The instructor will respond to e-mail correspondence in a timely manner and expects that students will respond in a similar fashion. “Timely” means within 48 hours. If you do not receive a response within this time frame, please re-send your e-mail and/or contact the instructor by phone.
8. At the end of the semester, students will have the opportunity to evaluate the course and the instructor using the official University of Utah course and instructor evaluation.

**Grading**

The University of Utah adheres to the following grading policy, which will be applied in this course:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
</tr>
<tr>
<td>A-</td>
<td>93-90%</td>
</tr>
<tr>
<td>B</td>
<td>86-84%</td>
</tr>
<tr>
<td>B-</td>
<td>83-80%</td>
</tr>
<tr>
<td>C</td>
<td>76-74%</td>
</tr>
<tr>
<td>C-</td>
<td>73-70%</td>
</tr>
<tr>
<td>D</td>
<td>66-64%</td>
</tr>
<tr>
<td>D-</td>
<td>63-60%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60%</td>
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</table>

It is my responsibility as an instructor to provide you with the opportunity to access the support and teaching necessary to the course objectives and skills for the course. The grade you will receive in this class is based upon the skills and abilities that you are able to demonstrate and ultimately based on the percentage of points you have earned throughout the course.

Grading in this course is based upon the following (3) categories of assignments below. In accordance with the policy of the BSW Program, students earning a grade at or below 73% (C-) will be subject to dismissal from the program. Please consult with Elizabeth Perez, Academic Advisor, BSW Program and/or review the BSW Student Handbook for more details. Elizabeth may be reached at elizabeth.perez@utah.edu.

**Course Assignments**

As you work through the course, you will see that the best approach is to work through the modules each week they are assigned. Be sure to follow the modules in order and apply your time and energy into working through each of the tasks in the modules as they are laid out. You will see that “participation” is included as a task in most modules but there is nothing to do specifically, for this task for it to be graded other than participate with your peers in the forums. Be sure to respond to at least 2 other students in each of the forums assigned in each week and then your grade will be submitted by your instructor when the learning week is graded. See below for more information.

Your grade in this course will be evaluated through completing the following:

**Weekly Discussion Forums**

Most weeks you will complete a discussion forum in the classroom and respond to your peers. The discussion forums are designed to offer you different practical exercises and professional conversation practice with your peers. There forum includes instructions and initial responses are due no later than the end of Friday of the week. **Be sure to review the rubric associated with the grading of the discussion forums located in the course.**

**Participation**

While discussion questions receive their own points, your participation receives additional points. You will be expected to respond to at least (2) different students total in each of the forums for each week they are assigned. You will want to participate in the forums weekly to stay engaged in the course.
dialogue. Some weeks will have lesser or more discussion forums to participate in. *See full assignment instructions and grading rubric in the course.

Mid-Term Assignment

The mid-term assignment focuses on practical research methodology and statistical knowledge. It is a skills-based assignment that requires you to set up and manage an SPSS database, just like you would in a social service agency. You will be provided a sample survey to use for the database setup. You will set up the survey in SPSS and will enter in 50 cases of mock data. *See full assignment instructions and grading rubric in the course.

Current Events Video—Any Topic

This assignment is aimed at preparing you to accomplish your professional mission by learning how applied statistics can be used for advocacy and social justice, especially for people who are vulnerable, oppressed, and living in poverty. You will complete this assignment by locating a YouTube video (of your choice on any topic) that discusses applied statistics in connection with a current event. You will then create your own reflection video to be submitted along with a short document write-up discussing your overall reaction to the assignment. *See full assignment instructions and grading rubric in the course.

Current Events Video-Cause and Effect

This assignment is aimed at preparing you to accomplish your professional mission by learning how applied statistics can be used for advocacy and social justice, especially for people who are vulnerable, oppressed, and living in poverty. You will complete this assignment by locating a YouTube video (on the topic of Cause and Effect) that discusses applied statistics in connection with a current event. You will then create your own reflection video to be submitted along with a short document write-up discussing your overall reaction to the assignment. *See full assignment instructions and grading rubric in the course.

Final Exam

The final exam is due the last week of the course and requires you to visit the Pew Research Data website to locate an already existing SPSS database of your choice. You will then review the database and the data provided in your SPSS program and write a paper demonstrating your own analysis of the data. The databases at the Pew Research Data website are large, so you will only choose a handful of variables to report on. You will include descriptive and bivariate levels of analysis in your paper. *See full assignment instructions and grading rubric in the course.
Comprehensive Course Outline: Weekly Topics and Tasks (SW3000-090)

Spring 2019

Module 1: Preparation for Data Analysis [1/7/19-1/13/19]
- Review Module 1 Overview and Instructions
- Complete Module 1 Video Introduction Discussion Forum (un-graded)
- Complete Module 1 DQ 1 by end of Friday
- Complete Module 1 DQ 2 by end of Friday
- Complete Module 1 Assignment – Review Questions pg. 12 by end of Sunday
- Complete Participation requirements in forums by end of Sunday

Module 2: The Logic of Measurement [1/14/19-1/20/19]
- Review Module 2 Overview and Instructions
- Complete Module 2DQ1 by end of Friday
- Complete Module 2 Assignment – Review Questions pg. 20-21 by end of Sunday
- Complete Participation requirements in forums by end of Sunday

Module 3: The General Social Survey [1/21/19-1/27/19]
- Review Module 3 Overview and Instructions
- Complete Module 3DQ1 by end of Friday
- Complete Module 3 Assignment – Review Questions pg. 27 by end of Sunday
- Complete Participation requirements in forums by end of Sunday

- Review Module 4 Overview and Instructions
- Complete Module 4 DQ 1 by end of Friday
- Complete Module 4 Assignment – Lab Exercise 4.1 by end of Sunday
- Complete Participation requirements in forum by end of Sunday

Module 5: Describing Your Data: Religiosity [2/4/19-2/10/19]
- Review Module 5 Overview and Instructions
- Complete Module 5 DQ1 by end of Friday
- Complete Module 5 Assignment – Review Questions pg. 74 by end of Sunday
- Complete Participation requirements in forums by end of Sunday

Module 6: Presenting Your Data in Graphic Form [2/11/19-2/17/19]
- Review Module 6 Overview and Instructions
- Complete Module 6 DQ 1 by end of Friday
- Complete Module 6 Assignment – Lab Exercise 6.1 by end of Sunday
• Complete Participation requirements in forum by end of Sunday

Module 7: Recoding Your Data: Religiosity and Political Orientations [2/18/19-2/24/19]

• Review Module 7 Overview and Instructions
• Complete Module 7 DQ 1 by end of Friday
• Complete Module 7 Assignment – Lab Exercise 7.1 by end of Sunday
• Complete Participation requirements in forum by end of Sunday


• Review Module 8 Overview and Instructions
• Complete Module 8 DQ 1 by end of Friday
• Complete Module 8 Assignment – Review Questions pg. 139-140 by end of Sunday
• Complete Mid-Term Assignment by end of Sunday


• Review Module 9 Overview and Instructions
• Complete Module 9 DQ 1 by end of Friday
• Complete Module 9 Assignment – Review Questions pg. 155 by end of Sunday
• Complete Module 9 Assignment – Lab Exercise 9.1 by end of Sunday
• Complete Participation requirements in forum by end of Sunday

SPRING BREAK – March 10th-17th
No classes scheduled and no participation in the course required.
You can work in the course if you would like, but you are not required to.
Your instructor will not be in the course during this week as well.

Module 10: Examining the Sources of Religiosity [3/18/19-3/24/19]

• Review Module 10 Overview and Instructions
• Complete Module 10 DQ 1 by end of Sunday
• Complete Module 10 Assignment – Review Questions pg. 175
• Complete Participation requirements in forum by end of Sunday

Module 11: Political Orientations as Cause and Effect [3/25/19-3/31/19]

• Review Module 11 Overview and Instructions
• Complete Module 11 DQ 1 by end of Friday
• Complete Module 11 Assignment – Review Questions pg. 196 by end of Sunday
• Complete Current Events Video – Cause and Effect by end of Sunday
• Complete Participation requirements in forum by end of Sunday

• Review Module 12 Overview and Instructions
• Complete Module 12 DQ 1 by end of Sunday
• Complete Module 12 Assignment – Review Questions pg. 212 by end of Sunday
• Complete Participation requirements in forum by end of Sunday

Module 13: Measures of Association for Nominal and Ordinal Variables [4/8/19-4/14/19]

• Review Module 13 Overview and Instructions
• Complete Module 13 DQ 1 by end of Sunday
• Complete Module 13 Assignment – Lab Exercise 13.1 by end of Sunday
• Complete Participation requirements in forum by end of Sunday

Module 14: Correlation and Regression Analysis [4/15/19-4/21/19]

• Review Module 14 Overview and Instructions
• Complete Module 14 DQ 1 by end of Sunday
• Complete Module 14 Assignment – Lab Exercise 14.1 by end of Sunday


• Review Module 15 Overview and Instruction
• Complete Final Exam – Secondary Data Analysis Paper by last day of the course
Appendix A

Council on Social Work Education (CSWE)

The EPAS Competencies and Practice Behaviors Relationships to the Instructional Materials and Assessment Methods.

<table>
<thead>
<tr>
<th>Course Competency</th>
<th>Instructional Materials</th>
<th>Assessment Methods</th>
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<tr>
<td><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong>. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</td>
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<td><strong>1.A.</strong> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td>Textbook Readings – chapter 3 Discussion question – Mod 4, 6, 13</td>
<td>Current Events Video Assignment Discussion Forums</td>
</tr>
<tr>
<td><strong>1.C.</strong> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td>Discussion question – Mod 9, 13</td>
<td>Discussion Forums</td>
</tr>
<tr>
<td><strong>1.D.</strong> Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>Textbook Readings – chapters 1-14 Discussion question – Mod 9, 11</td>
<td>Discussion Forums Current Events Video Mid-Term Exam Paper</td>
</tr>
<tr>
<td><strong>1.E.</strong> Use supervision and consultation to guide professional judgment and behavior.</td>
<td>Discussion question – Mod 3, 7, 13</td>
<td>Discussion Forums</td>
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<tr>
<td><strong>Competency 4: Engage in Practice-informed Research and Research-informed Practice</strong>. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also</td>
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understand the processes for translating research findings into effective practice. Social workers:

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<tr>
<th>4.A. Use practice experience and theory to inform scientific inquiry and research.</th>
<th>Textbook Readings – chapter 3,4,5,6,7,8,9,10,11,12,13,14,15</th>
<th>Review Questions Lab Exercises Mid-Term Exam</th>
</tr>
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<tbody>
<tr>
<td>4.B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>Textbook Readings – chapter 2, 3, 4,5,6,7,8,9,10,11,12,13,14,15 Discussion question – Mod 1,4,5,6,10</td>
<td>Review Questions Lab Exercises Final Exam</td>
</tr>
<tr>
<td>4.C. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>Textbook Readings – chapter 10,11,12,13,14,15 Pew Research Database website</td>
<td>Final Exam</td>
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**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

<table>
<thead>
<tr>
<th>9.A. Select and use appropriate methods for evaluation of outcomes.</th>
<th>Textbook Readings – chapter 4,5,6 Discussion question – Mod 10,11,12,13,14 Pew Research Database website</th>
<th>Mid-Term Exam Final Exam Lab Exercises Review Questions</th>
</tr>
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