



SWU 321/394
Statistics for Social Workers
SYLLABUS
SPRING 2024 | SESSION C

I. SWU 321: Statistics for Social Workers

SWU 321 is for undergraduates; SWU 394 is for graduate students taking the course as a pre-requisite for the MSW program. Those enrolled in 321 will receive a letter grade. Those enrolled in 394 will receive a Pass/Fail grade (C and better will earn a passing grade).

Instructor: Dr. Cara Kelly

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Office Hours: By Appointment

II. Program Level:

BSW

III. Course Requirements:

Credit: 3 Credits

Elective or Required: Required

IV. Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

V. Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

VI. Course Catalog Description

This class is intended for pre-social work and social work majors who have not been exposed to statistical analysis. The course deals primarily with descriptive (i.e., summarizing and describing the major characteristics of collected data) and inferential statistics (i.e., making predictions or inferences about the likelihood that relationships between variables within the data set also exist beyond the data actually collected). The course is designed to help social work students appreciate, interpret, use, and integrate statistics within the practice of social work.

VII. Course Enrollment Requirement

Prerequisite(s): MAT 142 or an MA general studies course OR Visiting University Student

VIII. Course Overview

Effective and competent social work practice requires an understanding of statistical analysis. Statistical literacy is crucial to a social work practitioner's ability to inform and guide practice decisions. Unless one can determine if a statistical analysis was performed correctly, one cannot know whether the findings of a research study have credibility or to what degree recommendations derived from the study should be implemented in one's own practice. In addition, a social work practitioner must be able to communicate knowledge generated from his/her own research.

IX. Competencies/Learning Outcomes

EPAS Competencies	Practice Behavior	Dimensions Measured in Course	Operationalized
<p>Competency 1: <i>Demonstrate Ethical and Professional Behavior</i></p> <p>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 inter-professional 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.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>	<p>1). Read (especially as they appear in research publications) and use basic descriptive, univariate, and bivariate statistical procedures.</p> <p>2). Develop an appreciation for social statistics and the capacity to see its relevance to other knowledge areas: practice, behavior, and policy.</p> <p>3). Describe how to employ statistical tools to learn about the characteristics and experiences of groups in our society that have not been as visible as other groups</p> <p>4). Discuss how to use measures of central tendency and</p>

EPAS Competencies	Practice Behavior	Dimensions Measured in Course	Operationalized
			variability to describe differences and similarities among social groups.
<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p>	Generate research questions that are appropriate for diverse population, and address personal biases by using statistics.	Knowledge Values Skills Cognitive and Affective Processes	1). Develop research questions that are appropriate for diverse population. 2). Understand demographic factors' impacts on a statistical relationship. 3). Understand the attributes of different factors.
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human</p>	Develop research questions and examples to advance human rights and social, economic, and environmental justice.	Knowledge Values Skills Cognitive and Affective Processes	Provide examples or develop research questions to advance human rights and social, economic, and environmental justice when examining statistical relationships.

EPAS Competencies	Practice Behavior	Dimensions Measured in Course	Operationalized
rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.			
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>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 understand the processes for translating research findings into effective practice.</p>	Use research evidence to inform practice.	Knowledge Values Skills Cognitive and Affective Processes	Develop an appreciation for social statistics and the capacity to see its relevance to other knowledge areas: practice, behavior, and policy.
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	Collect, organize, and interpret client data	Knowledge Skills Cognitive and Affective Processes	1). Appropriately select and correctly use basic statistical procedures, particularly those necessary for practice evaluation. 2). Communicate statistical results and interpretations in terms that are meaningful to other social work practitioners. 3). Interpret a computer generated print-out of statistical procedures
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	Collect, organize, and	Knowledge Skills	Appropriately select and correctly use

EPAS Competencies	Practice Behavior	Dimensions Measured in Course	Operationalized
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.	interpret client data.	Cognitive and Affective Processes	basic statistical procedures, particularly those necessary for practice evaluation.
<p>Competency 10: <i>Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.</i></p> <p>Social Workers in the Southwest develop and apply practical, in-depth knowledge of the cultural, historical, and contextual factors that impact services, populations, and practices. Aligned with the mission of the School of Social Work, social workers trained at ASU understand the intersection of federal, state, international, and tribal governing systems, cultural strengths and barriers to services, and policies and programs that impact service populations and practitioners. Social workers in the Southwest and across the nation understand the significance and complexity of the U.S.-Mexico transborder region; enduring principles of tribal sovereignty and the federal trust relationship with indigenous peoples; and the challenges facing children, youth and families in the social, economic, and political context. Social workers in the Southwest and across the nation understand the social dynamics of human migration and settlement that require responsiveness to Latinx; African American, older adult, recently relocated, immigrant, refugee, and urban American Indian/Alaska Native populations.</p>	Understand statistical examples that are in the context of Southwest.	Knowledge Values Skills Cognitive and Affective Processes	Understand, and interpret the statistical relationships in the context of Southwest.

X. Course Units

1. Intro to statistics
2. Univariate Statistics
3. Bivariate and multivariate statistics

XI. Key Course Concepts

ANOVA
Chi Square
Correlation Coefficient
Descriptive Statistics
Hypothesis
Inferential Statistics
Level of Measurement
Level of Significance

Nonparametric Statistics
Null Hypothesis
Parametric Statistics
Pearson r
Regression Analysis
t-test
Type I Error
Type II Error

XII. ASU and Related Policies

For information regarding course and college policies, please refer to the [Watts Course Policies link](https://links.asu.edu/watts-course-policies)
<https://links.asu.edu/watts-course-policies>

Students are responsible for reviewing and complying with all ASU policies.

COURSE OUTLINE

XIII. Required Textbook and Readings

Weinbach, R. W., & Grinnell, R. M. (2015 — 9th edition). *Statistics for Social Workers*. Boston, MA: Pearson, Allyn & Bacon.

The required material for this course, *Statistics for Social Workers*, will be provisioned as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group price, no additional action is needed. Following the drop/add period, a charge of \$35.00, plus tax, will post to your student account under the header “Bkstr Publisher Negotiated Rate” and your access will continue uninterrupted.

If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: https://includedcp.follett.com/1230*. Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued.

TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN YOUR COURSE'S CANVAS SHELL. Please note: the ebook won't appear on your shelf until approximately 5 days prior to the start of classes. If you need assistance accessing the book or the opt-out portal, fill out the support request form: <https://forms.gle/uD4GhBxMoixnbwYx5>

*Link is campus specific:

Tempe/Online: <https://includedcp.follett.com/1230>

Poly: <https://includedcp.follett.com/1232>

West: <https://includedcp.follett.com/1233>

Downtown: <https://includedcp.follett.com/1234>

Lectures and other readings will be available on the course website.

XIV. Course Schedule – Plan of Instruction

Topic	Activities (See Canvas Modules for Learning Objectives)	Assignments (due by 11:59PM on due date)
Module 1 Introduction to Class	Required Reading: <ul style="list-style-type: none"> • Read the Syllabus • Read the ASU Policies listed in the Syllabus under “Academic Integrity.” • Read the article “Co-occurring problems for substance abusing mothers in child welfare: Matching services to improve family reunification.” • Read the Module One Lecture 	DUE SATURDAY, 1/13/2024 1. Syllabus Quiz 2. Intro Discussion Board
Module 2 Introduction to Statistics and Level of Measurement	Required Reading: <ul style="list-style-type: none"> • Read Chapter One in the textbook. • Read the Module Two Lecture 	DUE WEDNESDAY, 1/17/2024 1. Independent-Dependent Variable and Level of Measurement worksheet DUE SATURDAY, 1/20/2024 2. Module 2 Quiz
Module Three Frequency Distributions and Graphs	Required Reading: <ol style="list-style-type: none"> 1. Read Chapter Two in the text. 2. Then read Module Three 	DUE SATURDAY, 1/27/2024 1. Module Three Quiz
Module Four Measures of Central Tendency and Variability	Required Reading <ul style="list-style-type: none"> • Chapter 3, • Module Four Lecture 	DUE WEDNESDAY, 1/31/2024 1. Discussion Board – Level of measurement and central tendency (Initial post) DUE SATURDAY, 2/3/2024 1. Discussion Board – Level of measurement and central tendency (Response post) 2. Module Four Quiz
Module Five Normal Distribution	Required Reading: <ul style="list-style-type: none"> • Chapter 4 in textbook • Module Five Lecture 	DUE WEDNESDAY, 2/7/2024 1. Normal distribution worksheet DUE SATURDAY, 2/10/2024 2. Module Five Quiz
Module Six Testing Hypothesis	Required Reading: <ul style="list-style-type: none"> • Read Chapter 5 in textbook • Read Module Six Lecture 	DUE WEDNESDAY, 2/14/2024 1. Hypothesis Testing worksheet 2. Extra Credit: Research Question worksheet DUE SATURDAY, 2/17/2024 1. Module Six Quiz
Module Seven: Sampling Distributions	Required Reading: <ol style="list-style-type: none"> 1. Read Chapter 6 in the textbook. 	DUE SATURDAY, 2/24/2024 1. Module Seven Quiz

Module Eight Cross Tabulation and Chi-Square	Required Reading: 1. Read Chapter 8 in the textbook. 2. Read Module Eight Lecture	DUE WEDNESDAY, 2/28/2024 1. Discussion Board – Applying chi square analysis (initial post) DUE SATURDAY, 3/2/2024 1. Discussion Board – Applying chi square analysis (response post) DUE SATURDAY, 3/16/2024 1. Module Eight Quiz
SPRING BREAK: 3/3/2024 – 3/10/2024		
Module Nine t-tests and ANOVA	Required Reading: • Read Chapter 7 in the textbook • Read Module Nine Lecture	DUE SATURDAY, 3/23/2024 1. t-test short essay DUE SATURDAY, 3/30/2024 1. Module Nine Quiz
Module Ten Correlations	Required Reading: • Read Chapter 9 in the textbook • Read the Module Ten Lecture	DUE SATURDAY, 4/6/2024 1. Discussion board, initial post DUE SATURDAY, 4/13/2024 1. Discussion board, response post 2. Module Ten Quiz
Module Eleven Regression Analysis and Review for Final Exam	Required Readings: • Read Chapter 10 (pages 215-221 only) • Read Module Eleven • Review and study Learning Objectives in Modules Two through Eleven.	DUE WEDNESDAY, 4/17/2024 1. Bivariate Analysis Worksheet DUE Wednesday, 4/24/2024 2. <u>Final Exam</u> 3. Extra Credit Opportunity

XV. Assignments and Evaluative Procedures

A. Assignments:

You will be graded in three areas: 1) participation, 2) quizzes, and 3) the final exam
IMPORTANT NOTE: This is not a go-at-your-own pace course. There are hard deadlines for quizzes, participation assignments, and the final. I know that situations beyond your control arise from time to time. Please contact me BEFORE the assignment due date. Depending on your circumstance, you may be granted an extension, but you will only receive partial credit. You will NOT be granted an extension if you contact me AFTER the due date. There are a couple of extra credit opportunities built into the course. It is in your best interest to complete these extra credit opportunities as they become available.

1. Participation (50 Points): [EPAS 2.1.3]

- a. Syllabus Quiz (4 points)
- b. Discussion Board Postings (15 points)
 - i. Introduce Yourself (2 points)
 - ii. Application of statistics: For module four, propose how you would use one of the measures of central tendency. Identify a single variable. Select a variable that is of interest to you based on your discipline.

[Before you work on this discussion board review the following in the text/lectures: what is a variable; level of measurement, and measures of central tendency]

Address the following in your *initial post* (3 points):

1. Describe the attributes of the variable (be specific);
2. What is the level of measurement for the variable? and,
3. What measure of central tendency is the most appropriate for the variable you selected? (support your response).

Address the following in your *response post* (1 point): Comment on a classmate's proposal. (For example, you can suggest another way to measure the variable with different attributes, you can comment on the accuracy of the identified level of measurement or selection of central tendency).

[Do not use any of the examples provided in the book or lectures.]

- iii. Application of statistics: For module eight, propose how you would use a chi square analysis based on your area of interest or discipline.

[Before you work on this discussion board review the following in the text/lectures: what is a chi square analysis; what are the variable requirements for chi square analysis; what is a variable and how is it measured; how to structure research questions and hypotheses]

Address the following in your *initial post* (3 points):

1. Identify the two variables that will be used (Be sure that the level of measurement of your variables is appropriate for a chi square analysis);
2. Indicate how the two variables are measured (what are the specific attributes of the variable); and
3. Include a research question that reflects the analysis that you are proposing. .

Address the following in your *response post* (2 points): Identify a comment that parallels or speaks to your interests. The response post will include two parts.

1. Part 1: State why/how this posts is related to your interest;
2. Part 2: Build upon your classmate's chi square analysis by changing one of the variables in their analysis.
 - a. Identify the variable you are changing and the new variable you will use.
 - b. Indicate how the variable will be measured (what are the specific attributes of the variable);
 - c. Include a new research question that incorporates the new variable you are using.

[Do not use any of the examples provided in the textbook or lectures.]

- iv. Application of statistics: For module ten, propose how you would use a correlations analysis based on your area of interest or discipline.

[Before you work on this discussion board review the following in the textbook/lectures: what is a correlation analysis, what are the variable requirements, level of measurement, how to structure research questions and hypotheses]

Address the following in your *initial post* (3 points)

1. Identify the two variables that will be used;
2. Indicate how the two variables are measured by describing the attributes of each variable; and
3. Include a research question that reflects the analysis that you are proposing. .

Address the following in your *response post* (1 points): Comment on a classmate's proposal (For example, you can suggest an additional variable that might be interesting to examine in the context of the original proposal; you can comment on whether the expected correlation might be positive or negative, or you can comment on the accuracy of the identified level of measurement).

- c. Worksheets [these are similar to quizzes, but do not have a time restriction]
 - i. Independent and Dependent Variable and Level of Measurement Worksheet (3 points);
 - ii. Normal distribution worksheet (4 points)
 - iii. Hypothesis Testing worksheet (8 points);
 - iv. Bivariate analysis worksheet (9 points)
- d. *t* Test Short Essay (8 points)
 Develop a 1-2 page short essay (double spaced, and 12 pt) to address the following questions:
 - i. When to use t-tests and when to use ANOVA? What are the requirements of independent variables and dependent variables (consider the level of measurement for the variables)
 - ii. What are different types of t-test?
 - iii. t-test is often used in intervention studies to evaluate intervention effects.
 - 1. Develop a research question in your interested area that can be analyzed by using t-test.
 - 2. What is independent variable, and what is dependent variable in your research question?
 - 3. Identify the level of measurement for both of your independent variable and dependent variable.
 - 4. What is your research hypothesis in your example?
 - 5. Which type of t-test you would use for the data analysis and why?

2. **Quizzes** (90 Points): [EPAS 2.1.3; 2.1.4; 2.1.10b]

There are nine quizzes. Each quiz is worth 10 points. Each quiz will be blend of multiple-choice and short-answer questions. The quizzes will be randomly generated. There will be a bank of several questions for each learning module, and every student will be randomly assigned questions from the test bank. Theoretically, no two students should have the exact same quiz. Quizzes cannot be re-opened. In other words, once you open the quiz, you have to complete it. The best way to study for any given quiz is to focus on the learning objectives for that module. Read the chapter and lecture prior to initiating the quiz. The questions will be based on the learning objectives.

IMPORTANT NOTE: You will only have 45 minutes to complete each quiz. The quizzes are designed to be completed in 25-30 minutes, so 45 minutes will give you ample time. A point will be deducted for every minute you go over the allotted time.

While taking the quizzes, if your internet connection is dropped or if you have computer problems, you need to contact me immediately. I can reset the quiz for you, but only one time. Please be sure to take your quizzes on a reliable computer, with a reliable internet connection.

3. **Final Exam** (20 Points): [EPAS 2.1.3; 2.1.4; 2.1.10b]

The final exam will be cumulative. It will be open book, open notes. Each student will be randomly assigned 15 questions (15 points) followed by an essay question (5 points). You may see some questions you previously had on a quiz, and some of the questions you will not have seen before. Keep in mind that some questions may appear similar to a question on a previous quiz, but are in fact different. Once you open the Final Exam you must take it. (DUE DATE: 4/24/2024 at 11:59PM).

Once again, there will be a time limit. You will have 80 minutes to complete the final exam. If you go over time, 1 point will be deducted for every minute. While taking the Final, if your

internet connection is dropped or if you have computer problems, you need to contact me

Points	Grade
156 or more	A+
150-155	A
144-149	A-
140-143	B+
134-139	B
128-133	B-
124-127	C+
112-123	C
97-111	D
96 or below	E

immediately. I can reset the Final for you, but only one time. Please be sure to take your Final on a reliable computer with a reliable internet connection.

Any cheating or aiding in this process will result in an E in the course and referral to the Standards Committee.

B. Grading Guidelines

Incompletes

You may be granted a grade of incomplete during the last week of the course provided that: (1) you remained up-to-date in the course for at least 2/3 of the semester; (2) you request an incomplete during the last week of class, before the course end date (4/24/2024); (3) the instructor decides that an incomplete is appropriate under the circumstances; (4) you are earning a passing grade in the class; and (5) you understand that your grade for the course will be reduced one full letter in exchange for the extra time you are allowed to complete the coursework. The deadline for completion of the course is within 4 weeks of 4/24/2024.

XVI. Grading Plus/Minus System

An “A+” grade at the undergraduate level means that a student is doing exceptional work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an “A+” grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

An “A-” grade at the undergraduate level means that a student is doing **excellent** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an “A-” grade a student must go above and beyond the basic expectations for the course.

A “B+” grade at the undergraduate level means that a student is doing **well above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any

questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a strong grasp of the material.

A “**B**” grade at the undergraduate level means that a student is doing **above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A “**B-**” grade at the undergraduate level means that a student is doing **slightly above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates understanding of the material.

A “**C+**” grade at the undergraduate level means that a student is **doing at least satisfactory** work, and meeting more than the minimum requirements for the course. The student misses several classes (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), does not hand in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “**C**” grade at the undergraduate level means that a student is doing **at least satisfactory** work, and meeting the minimum requirements for the course. The student misses several classes regularly (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “**D**” or “**E**” at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

A “**EN**” (Failing never participated) grade at the undergraduate level means that a student is failing the course as a result of not participating or turning in assignments

A “**EU**” (Failing did not complete) grade at the undergraduate level means that a student did some work in the course, but is failing as a result of not completing all of the course assignments

A “**I**” (Incomplete) grade at the undergraduate level is given by the course instructor when a student is otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond their control. Students are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Students do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded. When the student completes the course, the instructor must submit an online grade change request. If a student receives an “I” in an undergraduate course the grade will be automatically changed to a failing grade “E” if the student does not complete the course within one calendar year. Marks of “I” are changed to a grade of “E” (0.00) for purposes of evaluating graduation requirements for undergraduate students.

A “NR” (No Report) grade simply means that a grade has not yet been reported. Once final grade processing takes place for the semester, most classes will have an actual grade posted instead of the “NR”. If an “NR” grade appears for a course in a prior semester, students should contact the instructor of the course to find out why a final grade was not recorded.

A “W” (Withdrawal) means that a student withdrew from a class after the first week of school; students receive a mark of “W” on their transcript and earn no credit or grade for withdrawn classes.

A “Y” (Satisfactory) grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. Students earn hours for a “Y” grade, but the grade is not used for computing their GPA.

A “XE” (Academic Dishonesty) grade denotes failure due to academic dishonesty and is treated the same as an “E” for the purposes of GPA, course repeatability, and academic standing determination. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade or XE. The grade of XE may only be assigned in accordance with ASU's Student Academic Integrity Policy, and not as part of the normal end of the semester grading process.

XVII. Course Policies (Instructor Specific)

Participation

It is suggested that you visit the course website at least 3-4 times a week during the semester to watch for new announcements, complete worksheets, discussion board assignments, and other assignments that may arise from student needs or concerns about the content.

You will be graded on your participation. Your participation grade will consist of points you accumulate by posting on specified Discussion Boards, completing worksheets, or other assignments.

Important Note: Whenever there is a question about what assignments are due, please remember this syllabus is considered to be the ruling document. The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email and the course Announcements. Please remember to check your ASU mail and the course Announcements often.

Classroom Behavior

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if the instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if the instructor feels that the students are sending inappropriate electronic messages to other students in the course.

Words of Welcome

Welcome to Statistics for Social Workers. For many of you this is your first online course. Please take the time to read this syllabus very carefully, and read it several times. Utilize the first week of classes to familiarize yourself with the course website. A Student “User Manual” is available online to help you learn how to navigate the course website. You can locate it by clicking on the “Tools” button on the menu on the left hand-side of the course homepage.

Please pay careful attention to deadlines for participation, assignments, quizzes, paper, and the final exam (a class schedule and assignment overview is available on pg. 15). I hope you enjoy the class! Do not hesitate to contact me by email if you have any questions or concerns (cara.kelly@asu.edu). When you e-mail me please include “SWU 321” in the subject line.

MOST IMPORTANTLY, Remember learning is not a spectator sport. Fundamentally, the *responsibility to learn is yours and yours alone*. For learning to happen in any course, you must take an active role in the process, and that is especially true for an online course. Moreover, it is critical that you read all materials (including book chapters and lectures) and that you ask questions.

Suggestion for tackling the course concepts:

#1. Note the **learning objectives** at the beginning of each module. These objectives delineate what you are expected to take away from the module; thus, they are the focus of the weekly assignments. You can treat these objectives as headings in the notes that you take as you work through the textbook chapter and lecture.

#2. **Read the textbook**. I repeat: **READ THE TEXTBOOK**. The lectures and other course materials assume that you have already read the text. Jumping straight to the lecture will impede your comprehensive understanding of the course concepts. Take notes, especially on the concepts outlined in the learning objectives (see #1).

#3. Read / listen to the **lecture(s)**. Take your time going through the lecture(s) to ensure that you understand the key concepts. Take notes, especially on the concepts outlined in the learning objectives (see #1).

#3.5 If needed, re-read the chapter.

#4. Think of **examples** of key concepts that are relevant to your area of interest as this will help solidify concepts.

#5. Review your notes. If you follow #1-4, you will have a comprehensive set of notes on the key course concepts. And, at the end of the semester, you can use these notes to study for the final exam.

#6. Use **available resources** if you are having trouble. If there are concepts that you are still unclear on, post your question in the "Hallway Conversations" board. You can also call or skype with me during office hours if you would like further clarification on a concept. If you feel that you would benefit from tutoring, ASU offers **FREE** tutoring services for statistics. <https://tutoring.asu.edu/>

#7. Once you are comfortable with all of the concepts highlighted in the module’s learning objectives, complete the **assignment**.