

OHIO STATE NEW COURSE REQUEST

College: SOCIAL WORK

Academic unit: SOCIAL WORK

Book 3 Listing: SOCIAL WORK
(e.g., Portuguese)

Proposed

Course No: H570 Full Title of Course: QUANTITATIVE ANALYSIS OF SOCIAL DATA

Proposed Effective Qtr/Yr: SU AU WI SP YEAR: 2009 (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: QUANT ANL SOC DATA Level U G P Credit Hours: 05

Description (not to exceed 25 words): same as 570

Quarter offered (check): SU AU WI SP *Distribution of class time/contact hours: 2 TWO-HR CL AND 1 HR LAB

Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): 230 and MATH 104, OR Equiv

Exclusion or limiting clause:

Repeatable to a maximum of ___ credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	GEC: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	EM: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Embedded Honors Statement:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Service Learning Course*:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

*To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information: intended for social work major with GPA of 3.4 or higher
(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 440701 Subsidy Level (V, G, T, B, M, D, or P) B
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No

B. General Information:

1. Provide the rationale for proposing this course:
Strengthen recruitment and retention outcomes; and, enhancement of baccalaureate social work program

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.
This course is (check one) Required Elective Other (Explain)

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

As an embedded course option, no new funds are required

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: No


6. Expected section size: 5 Proposed number of sections per year: one

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

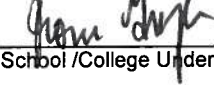
8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable University Honor's Program

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook. Attached.

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

 2-9587 Jacquelyn Monroe 10/8/08
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Date

Academic Unit Graduate Studies Committee Chair(Undergraduate/Graduate course) Printed Name Date

 Thomas Gregoire 10/8/08
School /College Undergrad Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

School /College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

 William Meezan 10/8/08
ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR Printed Name Date

 William Meezan 10/8/08
COLLEGE DEAN Printed Name Date

Graduate School (If Appropriate) Printed Name Date

ASC Curriculum Committee Chair (If Appropriate)) Printed Name Date

University Honors Center (If Appropriate) Printed Name Date

Office of International Education (study tour only) Printed Name Date

ACADEMIC AFFAIRS Printed Name Date

Keith Warren, Ph. D.
325E Stillman Hall
Office Phone: 292-9187
Email: warren.193@osu.edu

Social Work 570
Winter, 2007
Class Days: Mondays and Fridays
Class Hours: 10:30 am – 12:18 am
3:30 pm – 5:18pm

Lab hours: Mondays or Fridays as assigned
Office Hours: 12:30 am–2:30 pm, Mondays and Fridays
And by appointment or drop in.

The Ohio State University
College of Social Work

COURSE TITLE: Social Work 570: Quantitative Analysis of Social Data (**Honors Embedded**)
LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 5

COURSE DESCRIPTION:

Social work research is concerned with developing systematic procedures for specifying, organizing and analyzing data (information) in order to generate answers to questions of relevance to the discipline and, ultimately, to discover knowledge useful to practice. The ability to understand and apply social statistics is critical to evaluating the effectiveness of social work policies and programs. In learning about social statistics and how to use them, students acquire basic tools necessary to employ scientific terms and a spirit of inquiry in the evaluation of their own social work practice and that of others in the profession. Students will also learn how to apply statistics in a manner consistent with the values of the social work profession. It is important to understand that statistical analysis can be a powerful ally in the struggle for social justice, as when regression models demonstrate that women are paid less than men for the same work.

This is an introductory course in descriptive and inferential statistics. This course is intended for students who will have to cope with a pile of survey questionnaires, or some other mass of empirical data. Most social work students do not start out with a very clear idea about the range of available statistical procedures, or their appropriateness for different research designs or data sets. This course is designed to help you understand the fundamental knowledge of statistics; it will focus on specific techniques and procedures available for the quantitative analysis of information generated by the social and behavioral sciences and by social work practitioners. In addition, this course will provide an opportunity to explore the utility of microcomputers in both the analysis and presentation of data. It will serve as a basis for further statistics courses.

PREREQUISITE: Math 104

EDUCATIONAL OBJECTIVES

By the end of this course, students will have attained the following objectives:

1. Students will learn about the different categories in which data can be classified and the statistical procedures that can be used to describe them.
2. Students will learn how to formulate hypotheses about relationships among variables, and how to test these relationships statistically and to interpret the outcomes.
3. Students will examine propositions selected to represent social work practice issues and will evaluate them using statistical procedures.

4. Students will be provided access to microcomputers, competent instruction about their use, and will have the opportunity to use them to conduct analyses of problems related to social work research and practice.
5. Students will examine the role of values in the formulation and selection of research problems and the testing of hypotheses.
6. Students will be provided with examples that demonstrate the use of statistics in the pursuit of social justice and in the struggle against the oppression of groups such as women, people of color, people with disabilities and gays, lesbians, bisexual and transgendered people.

OUTCOMES:

Upon satisfactory completion of this course, students will:

1. Be able to read and comprehend research literature employing basic statistical methods in the social sciences and social work. Students will also develop a critical attitude toward some statistical arguments found in research literature.
2. Understand the different categories in which data can be classified and the statistical procedures that can be used to describe them.
3. Know how to formulate hypotheses about relationships among variables, and how to test these relationships statistically and to interpret the outcomes.
4. Know how to use microcomputers in order to conduct analyses of research questions in the areas of social work practice and policies.
5. Know how to interpret the statistical output of the microcomputer program learned in the course.
6. Demonstrate sufficient competence in basic statistics to enroll in an advanced statistics course and/or a graduate level course in statistical analysis in social work.
7. Demonstrate an understanding of the role of statistics in pursuit of social justice, and have a critical awareness of the impact of oppressive social forces such as sexism, racism, homophobia and class hegemony on the interpretation of research data.

COURSE REQUIREMENTS:

A. Type of Instruction:

Instruction will be based on a mixture of lectures, small group exercises and work in the computer laboratory. Students are strongly encouraged to ask questions whenever they do not understand a point, and the instructor will make time for these questions, but the class is not a discussion class per se. Students should be aware that some material will appear in the lectures that is not in the book.

B. Evaluation and Grading:

Grading is based on the following:

Midterm examination: 100 points.

Final examination: 75 points.

Lab homework: 25 points.

Graphics Assignment: 50 points.

Philosophy of Data Analysis Paper: 50 points.

The midterm will cover approximately the first nine chapters in the text, while the final will cover the next six. In other words the final will not be comprehensive. However, students should know that some concepts that are covered in the first nine chapters of the text are also central to the latter part of the class and may appear on the final. Questions will be drawn from course readings and course lectures, and will use multiple choice and short answer formats. Lab homework will involve actual work on lab microcomputers, as well as some interpretation of output. Lab homework will be graded.

The instructor will assign homework on a weekly basis. **While homework is not graded for honors students, you will have little chance of passing the class if you do not do it.**

The graphics assignment will consist of a data set, the requirement to construct a series of graphs and interpret them.

The philosophy of data analysis paper will consist of a discussion of your own philosophy of data analysis in light of course readings and assignments, including Abelson.

Honors students will meet weekly as a group with the professor.

Final Grades will be based on the following scale:

A	=	94+	percent average
A-	=	90-93	percent average
B+	=	86-89	percent average
B	=	83-85	percent average
B-	=	80-82	percent average
C+	=	76-79	percent average
C	=	73-75	percent average
C-	=	70-72	percent average
D+	=	65-69	percent average
D	=	60-64	percent average
E	=	59-0	percent average

The instructor reserves the right to adjust the scale if necessary.

C. Class Guidelines:

Many students find statistics to be one of the most challenging courses in the social work curriculum. While nothing will make statistics easy for most students, the following work habits can help in meeting the challenge:

1. Keep up with your reading. Read the book before coming to class and lab and, if necessary, read it again after class. Be sure that you understand what you read.
2. Attend class and lab consistently.
3. Do all of your homework, every problem, all of the time.
4. Finally, do your homework in groups and study in groups.

There is one last thing that you should know. You will probably find much of the material at the beginning of this course to be easy. Don't let this fool you! The course gets harder as it goes along, and later material builds on earlier material. It is very easy to fall behind, and very hard to catch up once you do.

D. Method of Course Evaluation by Students

Students will evaluate the course by standard University evaluation forms or College-accepted instructor devised instruments.

E. College Incomplete Policy

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. (This may not be the maximum time

permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

F. Academic Misconduct

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty members are strictly bound to report suspected cases of Academic Misconduct.

G. If you have questions about accessibility or need accommodations for a disability, please contact the instructor in person, by telephone (292-9187) or email (warren.193@osu.edu).

H. Note: This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson, MSW Office, 312 Stillman Hall, 292-7684.

I. Texts and Articles Required:

Healey, J. F. (2005). *Statistics: A tool for social research*, 7th edition. Belmont, CA: Thomson Wadsworth.

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Erlbaum.

Gomez, E., Zurcher, L. A., Farris, B. E. & Becker, R. E. (1985). A study of psychosocial casework with chicanos. *Social Work*, 30(6), 477-482.

June, L., Curry, B. P. & Gear, C. L. (1990). An 11-year analysis of black students' experience of problems and use of services. *Journal of Counseling Psychology*, 37(2), 178-184.

Supplementary text:

Cleveland, William (1994). *Visualizing Data*.

J. Course Schedule (Skip all optional sections in Healey).

Week 1: Some basics...Healey, Introduction & Chapter 2. **Abelson, Preface and Chapter 1.**

Week 2: Finding your center... Healey, Chapter 3. Class cancelled on Friday, January 12.

Meet with Warren to discuss SPSS graphics.

Week 3: Variation. Healey, Chapter 4, sections 1, 3, 4, 5, 8 and 9. **Meet with Warren to discuss SPSS Interactive Graphics.**

Week 4: Sampling and the sampling distribution. Healey, Chapter 5 & 6. **Complete Graphing Assignment.**

Week 5: Building your confidence—interval, that is. Healey, Chapter 7. **Abelson, Chapters 2-3.**

Week 6: Midterm (Monday) & Hypothesis testing. Healey, Chapter 8. **Abelson, Chapter 4 & 7.**

Week 7: t for two—hypothesis testing for two groups. Healey, Chapter 9. **Abelson, Chapter 5.**

Week 8: Hypothesis testing for as many groups as you want—ANOVA. Healey, Chapter 10. **Abelson, Chapter 6.**

Week 9: Hypothesis testing for nominal level variables—Chi square. Healey, Chapter 11, sections 1-6. **Abelson, Chapter 8.**

Week 10: Correlation and regression, **multiple regression.** Healey, Chapter 15, sections 1-6, **Healey Chapter 17. Abelson, Chapter 9.**