

**SAN JOSÉ STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**ScWk 242 – RESEARCH METHODS, DATA ANALYSIS, AND EVALUATION  
Course Code: 21623; Section 4**

**Spring 2008**

**Edward Cohen, Ph.D.**

**Class Meeting Time: Friday 9:00-11:45**

**Classroom Location: SH 242**

**Course web page:**

[http://www.sjsu.edu/faculty\\_and\\_staff/course\\_detail.jsp?id=3407](http://www.sjsu.edu/faculty_and_staff/course_detail.jsp?id=3407)

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**Catalog Description**

Basic concepts and models for research methodology applied to the analysis of data in social work. Emphasis on quantitative analysis, using statistics software. Qualitative research is also incorporated. (3 units. Prerequisite: ScWk 240.)

**Course Description**

ScWk 242 is the second course in the graduate research sequence. It provides students with the opportunity to apply concepts and skills for conducting research that were introduced last semester, and it continues preparing them to build knowledge in the profession of social work, using both qualitative and quantitative methods. The course builds on the first semester by engaging students in the selection and implementation of appropriate methodology and statistical tools for the analysis of data. These concepts and skills are applied to the further development of a research proposal, for which students laid the conceptual foundations in the ScWk 240 course. Students also apply these concepts and skills to the critical assessment of social work research on Latinos, African Americans, Asian Americans, and other diverse and oppressed populations. ScWk 242 concludes the first-year core research curriculum, which provides the conceptual knowledge and skills for the Master of Social Work Special Project (ScWk 298).

ScWk 242 presupposes a foundational knowledge of basic research design concepts, including qualitative research, sampling methodology, models for group comparisons, single-system methodology, as well as basic computer literacy (especially of graphical user interfaces). Prerequisite: ScWk 240 or equivalent.

**Learning Objectives**

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

1. Critically review empirical evidence and understand strategies for investigating social work issues and problems, particularly as they impact disenfranchised, oppressed, or marginalized populations.

Program Objectives: M 4.1 (Critical thinking /Information Literacy) and M 1.2 (Diversity)

2. Demonstrate knowledge of how to test hypotheses and answer research questions by selecting appropriate research methodologies and drawing valid conclusions from data;

Program Objectives: M 4.2 (Research)

3. Demonstrate skills to perform basic qualitative research, including thematic analysis, ethnographic observation, oral history, and content analysis;

Program Objectives: M 4.2 (Research)

4. Demonstrate skills to operationally define and code variables;

Program Objectives: M 4.2 (Research)

5. Demonstrate skills to design, construct, and edit a database using computer software;

Program Objectives: M 4.2 (Research)

6. Demonstrate knowledge of the appropriate match of statistical measures with various research designs; and

Program Objectives: M 4.2 (Research)

7. Demonstrate knowledge of the appropriate interpretations of statistical measures.

Program Objectives: M 4.2 (Research)

8. Demonstrate communication skills professionally and appropriately in relation to diverse client populations, colleagues, and communities, especially in terms of research reports, proposals, and oral and written modes of disseminating information.

Program Objectives: M 2.3 (Communication)

### **Title IV-E Competencies**

This course covers the following competencies for the Title IV-E Child Welfare Training Program: 1.5, 4.4, 4.5, 4.6, 8.4, and 8.9.

## **COURSE REQUIREMENTS**

### **Learning Experiences**

This course will consist of a weekly lecture/seminar, discussion of assigned readings, in-class exercises, and presentation of supplemental materials. The major learning experience assignments for this class are 1) a qualitative interview guide, 2) a qualitative research exercise, 3) a demographics questionnaire, 4) a series of five SPSS computer lab exercises, 5) 2 75-minute in-class examinations, and 6) a final draft of a research proposal including a revised methods section and description of proposed analysis procedures. More details and guidelines will be provided in class to assist in the completion of each assignment.

## **Grading and Evaluation**

Class Participation	5%	
Assignment 1: Qualitative Interview Guide	5%	(2/8/08 at the beginning of class)
Assignment 2: Qualitative Research Exercise	20%	(2/22/08 at the beginning of class)
Assignment 3: Demographic Questionnaire	5%	(2/29/08 at the beginning of class)
Examination #1	10%	(3/14/08 at the beginning of class)
Labs 1 – 5	10%	(Weeks 7, 9, 12, 14, and 16)
Examination #2	15%	(5/2/08 at the beginning of class)
Assignment 4: Final Proposal	30%	(5/9/08 at the beginning of class)

The final grade will be calculated as follows:

98–100	A+	87–89	B+	77–79	C+	67–69	D+	0–59	F
93–97	A	83–86	B	73–76	C	63–66	D		
90–92	A-	80–82	B-	70–72	C-	60–62	D-		

### **Class Participation**

Class participation will be assessed according to engagement in class discussions and involvement in group exercises.

## **Course Assignments**

### **Assignment 1: Qualitative Interview Guide: Due February 6, 2008 (Week 3)**

This exercise will involve developing a qualitative interview guide that contains open-ended questions along with corresponding probes.

### **Assignment 2: Qualitative Research Exercise: Due February 20, 2008 (Week 5)**

This exercise involves the application of concepts of qualitative research that were introduced at a conceptual level in ScWk 240. Students will choose between one of the following:

**Ethnographic Observation.** You may conduct an ethnographic observation of the social world of individuals and/or groups in a particular setting. The goal of this exercise is to do a 90-minute observation in a selected setting and to document your observations using field notes. In ethnographic research, field notes serve as the central source of data and are used to capture in detail your observations while in the setting. More specifically, notes from the field should contain complete narratives and should provide “thick description” (viz. Geertz, 1973) of the setting so that anyone who reads your field notes will understand and experience the social setting without actually being there.

In order to complete this project you need to submit your field notes type-written, along with a typed report (maximum 5 pages, APA format) including an analysis of your observations (e.g., details such as rituals of social interaction, the use of social space, body language), conclusions based on your observations, and potential relevance to social work practice.

**Oral History.** The second option is to conduct a brief oral history. The interview should take approximately 60 minutes and be tape-recorded. In the first half of the interview the subject should be allowed to structure the personal narrative with a minimum of interruption or guidance. Your goal is to allow respondents to present a subjective life-path—that is, the flow of their life as they perceive it—emphasizing details, events, and life-transitions of their choice. In the latter half of the interview you should explore in greater depth one of the topics that was especially significant to the person. This might include a life-transition.

In order to complete this project you not only need to conduct the interview, but you must also submit your verbatim, type-written transcript, along with a typed report (maximum 5 pages, APA format) including analysis, conclusions you have drawn about the person’s “structuring of memory” and “concept of self” as reflected in the narrative, and potential relevance to social work practice. Discuss how culture, acculturation, social status, gender, race, or significant historical/life events (e.g., war years, Great Depression, immigration, violence, injustice) were reflected in the person’s narrative.

**Assignment 3: Demographics Questionnaire: Due February 27, 2008 (Week 6)**

This exercise will involve developing an instrument to record demographic information needed to describe the background characteristics of study participants.

**A series of five SPSS Computer Lab Statistics Exercises**

In this class, learning experiences will involve hands-on exercises with the computer, utilizing SPSS for Windows for data analysis. Students will complete formal lab exercises involving the analysis of data provided by the instructor. Skills and examples necessary to complete these exercises will be taught and can be completed in class or on your own time. This information will be directly applicable to material covered in the course examinations. The main analysis topics are as follows:

<u>Lab 1:</u> Binomial and Chi-Square	(Due Week 7)
<u>Lab 2:</u> <i>t</i> -Tests	(Due Week 9)
<u>Lab 3:</u> Analysis of Variance (ANOVA)	(Due Week 12)
<u>Lab 4:</u> Correlation and Linear Regression	(Due Week 14)
<u>Lab 5:</u> Logistic Regression	(Due Week 16)

Additional instructions will be provided in class.

**Examination #1: At the beginning of class March 12, 2008 (Week 8)**

The 75-minute examination will cover all course materials, i.e., readings, lecture notes, class examples, and lab material for weeks 1 through 7. The format of this exam may consist of short answer and essay questions that will ask you to synthesize what you have learned and apply it to an area of social work practice.

## **Examination #2: At the beginning of class April 30, 2008 (Week 15)**

The 75-minute examination will cover all course materials, i.e., readings, lecture notes, class examples, and lab material for weeks 8 through 15. The format of this exam may consist of short answer and essay questions that will ask you to synthesize what you have learned and apply it to an area of social work practice.

## **Assignment 4: Research Proposal: Due beginning of class, May 7, 2008 (Week 16)**

This is the final draft of the research proposal (approximately 20 pages) begun in ScWk 240. It is the application of both the methodological and statistical skills learned during the first year of the MSW research sequence. In particular, you will be asked to 1) refine your research methodology begun in ScWk 240, 2) add an analysis section which outlines which analysis procedures and statistical tests you will employ, 3) include an anticipated findings section that explains how your expected results will be interpreted in the context of a transcultural perspective, and 4) attach a demographics questionnaire, quantitative instrument(s), and a qualitative interview guide as needed.

### **A.P.A. Format and Writing Requirements**

All papers must follow current American Psychological Association (APA) format guidelines (5<sup>th</sup> edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to review carefully and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

### **Late Assignments**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

## **UNIVERSITY, COLLEGE, & DEPARTMENT POLICY INFORMATION**

### **Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

## **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

Due to the increase of scholarly works being plagiarized, San José State University and its faculty are beginning to implement safeguards, one of which is an electronic anti-plagiarism service called *Turnitin.com*. For the protection and education of all students, using an anti-plagiarism service will add your scholarly papers to the academic database so that others cannot plagiarize your hard work. Details will be discussed in class.

## **ScWk 240/242 and Social Work Professional Writing Competency Policy**

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240 (i.e., Assignment #3). Students who do not pass the written assessment assignment in ScWk 240 may be reassessed in ScWk 242 through the final research proposal. Please refer to the full policy located at the end of the syllabus.

## **Textbooks and Reading Assignments**

Kirkpatrick, L. A., & Feeney, B. C. (2007). *A simple guide to SPSS for Windows for versions 14.0*. Belmont, CA: Wadsworth/Thomson Learning.

Weinbach, R. W., & Grinnell, R. M. Jr. (2006). *Statistics for social workers* (7<sup>th</sup> ed.). Boston: Allyn and Bacon.

\* American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

\* Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

\* Pyrczak, F., & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6<sup>th</sup> ed.). Los Angeles: Pyrczak Publishing.

- \* Rubin, A., Babbie, E., & Lee, P.A. (2008). *Research methods for social work: Custom edition prepared exclusively for San Jose State University*. Belmont, CA: Wadsworth/Thomson Learning.
- \* School of Social Work Research Sequence. (2007). *ScWk 240 course reader*. Available through the School of Social Work.
- \* Used in ScWk 240, Fall 2007 semester.

Note: Some readings referred to on this syllabus were assigned during the Fall 2007 ScWk 240 course. In ScWk 240 the focus was on the conceptual foundations for the research. This semester some of these readings will be re-addressed, with special attention to the methodology and data analysis.

### **Recommended Readings**

- Grinnell, R. M. Jr. (1997). *Social work research and evaluation: Quantitative and qualitative approaches* (5<sup>th</sup> ed.). Itasca, IL: F. E. Peacock Publishers.
- Kreuger, L. W., & Neuman, W. L. (2006). *Social Work Research Methods with Research Navigator*. Boston, MA: Allyn & Bacon.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

### **Recommended Software**

SPSS for Windows, full version. A university site-licensed copy is available to students at the Clark Hall IT Help Desk for approximately \$15.00. A Mac version is available, but please check the system requirements before purchasing.

### **Topic Outline and Assignments**

Note: the readings listed below should be read by the week indicated, and students should be prepared to discuss this material in class. All chapters indicated are from the required textbooks and all articles are found in course readers or on library reserve.

#### **Week 1 – Introduction and Overview of Research Designs**

- (1/25/08)
- Course overview
  - Review of qualitative, single-system, group, longitudinal, and cross-sectional designs
  - Questionnaire construction, and selection and use of published psychometric instruments
  - Administering surveys and questionnaires
  - Strengths and weaknesses regarding selection of research designs
  - Review of ethics in research
  - Instructions for using the Social Work Computer Lab, orientation to the hardware, use of printers, disks, disk drives, and precautions
  - Introduction to SPSS for Windows

## **MODULE ONE - Qualitative Research and the Conceptualization of Data**

### Week 2 – Qualitative Interview Guides, Ethnography, and Oral History

(2/1/08)

- Conducting a qualitative interview
- Developing interview guides
- Conducting ethnographic research
- Writing field notes
- Conducting oral history interviews

#### Readings:

Creswell, *Qualitative Inquiry and Research Design*

Ch. 6, “Introducing and Focusing the Study” (review from ScWk 240)

Ch. 7, “Data Collection”

Ch. 8, “Data Analysis and Representation”

Ch. 9, “Writing the Narrative Report”

Ch. 10, “Standards of Quality and Verification” (review from ScWk 240)

Warren, C. A. B. (2000). Writing the other, inscribing the self. *Qualitative Sociology*, 23(2), 183-199.

### Week 3 -- Structuring Open-Ended Questions, Analyzing Qualitative Data

(2/8/08)

- Continuation of Week 2 topics
- Content analysis
- Coding qualitative data
- Quantifying narrative data
- Analyzing and interpreting qualitative data

**Assignment 1: Qualitative Interview Guide due at the beginning of class.**

#### Readings:

Grinnell, R. M. Jr. (1997). Content analysis. In *Social work research & evaluation: Quantitative and qualitative approaches* (5<sup>th</sup> ed., pp. 427-441). Itasca, IL: F. E. Peacock Publishers, Inc.

## **MODULE TWO - Describing Social Data and Testing Relationships**

### Week 4 – Design of Quantitative Survey Instruments / Introduction to SPSS and Descriptive Statistics

(2/15/08)

- Questionnaire construction
- Selection and use of published psychometric instruments
- Administering surveys and questionnaires
- SPSS procedures for creating and editing a database
- SPSS procedures for generating descriptive statistics



Readings:

Rubin, Babbie, and Lee, *Research Methods for Social Work*,  
Ch. 9, “Constructing Measurement Instruments” (review from ScWk 240)  
Ch. 16, “Analyzing Existing Data: Quantitative and Qualitative Methods”

Weinbach & Grinnell, *Statistics for Social Workers*  
Ch. 1, “Introduction”  
Ch. 2, “Frequency Distributions and Graphs”  
Ch. 3, “Measures of Central Tendency and Variability”

Kirkpatrick & Feeney, *A Simple Guide to SPSS for Windows*  
Ch. 1, “Introduction to SPSS for Windows”  
Ch. 2, “Entering Data and Naming Variables”  
Ch. 3, “Specifying Analyses Using the Point-and-Click Method”  
Ch. 4, “Specifying Analyses Using the Syntax Method”  
Ch. 5, “Viewing and Manipulating Output”  
Ch. 6, “Frequency Distributions and Descriptive Statistics”  
Appendix A: Saving and Retrieving Files  
Appendix B: Data Transformations

Week 5 – Testing Hypotheses and Statistical Significance  
(2/22/08)

- Statistical significance and null hypothesis
- Normal curves, outliers, confidence level
- Parametric and nonparametric tests

Working with Cross-tabulations

- Relationships involving nominal variables
- Binomial test and one variable Chi-Square test
- Cross-tabulations and Chi-Square test of association or independence

**Assignment 2: Qualitative Research Exercise due at the beginning of class.**

Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work*,  
Supplement Ch. 15, “Analyze This...”  
Supplement Ch. 16, “Basic Statistical Analysis Using SPSS”  
Supplement Ch. 17, “Data Tips and SPSS Settings”  
Supplement Ch. 18, “Common SPSS Procedures”  
Supplement Ch. 19, “SPSS Exercise on Basic Recoding and Computing”  
Chap. 20, “Quantitative Data Analysis”  
Chap. 21, “Inferential Data Analysis: Part 1”  
Chap. 22, “Inferential Data Analysis: Part 2”

Weinbach & Grinnell, *Statistics for Social Workers*  
Ch. 4, “The Normal Distribution”  
Ch. 5, “The Basics of Hypothesis Testing”  
Ch. 6, “Sampling Distributions and the Hypothesis Testing”  
Ch. 7, “Selecting a Statistical Test”  
Ch. 10, “Cross-Tabulation”

Kirkpatrick & Feeney, *A Simple Guide to SPSS for Windows*  
Ch. 17, “Chi-square Test of Independence”

Week 6 – Continuation of Week 5 topics  
(2/29/08)

**Assignment 3: Demographic Questionnaire due at the beginning of class.**

Week 7 – Comparing Two Groups,  $t$ -Tests  
(3/7/08)

- Dichotomous variables with continuous variables
- Comparing a population mean with a sample mean, the one-sample  $t$ -Test
- Comparing two independent means, the independent-samples  $t$ -Test
- Comparison of pre- and post-test means, the paired samples  $t$ -Test

**Lab 1: Chi-Square due at the beginning of class.**

Readings:

Weinbach, & Grinnell, *Statistics for Social Workers*  
Ch. 11, “ $t$ -Tests and Analysis of Variance”

Kirkpatrick & Feeney, *A Simple Guide to SPSS for Windows*  
Ch. 7, “One-Sample  $t$ -Test”  
Ch. 8, “Independent-Samples  $t$ -Test”  
Ch. 9, “Dependent-Samples (Matched-Pairs, Paired-Samples)  $t$ -Test”

Week 8 – Continuation of Week 7 topics  
(3/14/08)

**Examination #1 at the beginning of class.**

Week 9 – Comparing More Than Two Groups, Analysis of Variance (ANOVA)  
(3/21/08)

- Polytomous variables with continuous variables
- One-way and two-way, between-groups and within subjects ANOVA

**Lab 2:  $t$  test due at the beginning of class.**

Readings:

Weinbach & Grinnell, *Statistics for Social Workers*  
Ch. 11, “ $t$ -Tests and Analysis of Variance”

Kirkpatrick & Feeney, *A Simple Guide to SPSS for Windows*

Ch. 10, “One-Way Between-Groups (Independent Groups) ANOVA”

Ch. 11, “Two-Way Between-Groups (Independent Groups) ANOVA”

Ch. 12, “One-Way Within-Subjects (Repeated Measures) ANOVA”

Ch. 13, “Two-Way Mixed (Between-Within) ANOVA”

Week 10 – **SPRING RECESS: (3/24/08 to 3/28/08) Take a break!!!**

Week 11 – Continuation of Week 9 topics  
(4/4/08)

Week 12 – Measurement of Linear Relationships, Correlation and Linear Regression  
(4/11/08)

- Relationships between continuous variables
- Correlation, Pearson’s  $r$
- Simple and Multiple (Linear) Regression
- Use of “dummy” coding in multiple (linear) regression
- Testing models with multivariate analysis

**Lab 3: ANOVA due at the beginning of class.**

Readings:

Weinbach & Grinnell, *Statistics for Social Workers*

Ch. 8, “Correlation”

Ch. 9, “Regression Analysis”

Kirkpatrick & Feeney, *A Simple Guide to SPSS for Windows*

Ch. 14, “Correlations”

Ch. 15, “Simple Regression”

Ch. 16, “Multiple Regression”

Week 13 – Continuation of Week 12 topics  
(4/18/08)

Week 14 – Logistic Regression  
(4/25/08)

- Logistic Regression and dichotomous outcomes
- Testing models with multivariate analysis

**Lab 4: Correlation and Multiple Regression due at the beginning of class.**

Readings:

Weinbach & Grinnell, *Statistics for Social Workers*

Ch. 9, “Regression Analysis”

Week 15 – Continuation of Week 14 topics  
(5/2/08)

**Examination #2 at the beginning of class.**

Week 16 – Course Review  
(5/9/08)

- Course review
- Preparation for ScWk 298

**Lab 5: Logistic Regression due at the beginning of class.**

**Assignment 4: Research Proposal due at beginning of class.**

## RESEARCH SEQUENCE BIBLIOGRAPHY

- Bloom, M., Fischer, J., & Orme, J. G. (2006). *Evaluating practice: Guidelines for the accountable professional* (5th ed.). Boston, MA: Allyn & Bacon.
- Bye, L., & Alvarez, M. (2007). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.
- Cox, D., & Pawar, M. (2006). *International social work: Issues, strategies, and programs*. Thousand Oaks, CA: Sage Publications.
- Fong, R., & Furuto, S. (2001). *Culturally competent practice*. Boston, MA: Allyn & Bacon.
- Frame, M. W. (2003). *Integrating religion and spirituality into counseling: A comprehensive approach*. Belmont, CA: Thomson Brooks/Cole.
- Gibbs, J.T., & Huang, L.N. (2003). *Children of color: Psychological interventions with culturally diverse youth* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass Publishers.
- Glicklen, M. D., & Sechrest, D. K. (2003). *The role of the helping professions in treating the victims and perpetrators of violence*. Boston, MA: Allyn & Bacon.
- Johnson, J. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Thomson Brooks/Cole.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: Guilford Press.
- McInnis-Dittrich, K. (2005). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston, MA: Pearson Education, Inc.
- Moniz, C. & Gorin, S. (2007). *Health and mental health care policy: A biopsychosocial perspective* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.
- Morgan, D. L. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage Press.
- Neukrug, E. S., & Fawcett, R. C. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Thomson Brooks/Cole.
- Polansky, N. A. (1986). There is nothing so practical as a good theory. *Child Welfare*, 65(1), 3-15.
- Rothman, J. (2003). *Social work practice across disability*. Boston, MA: Allyn & Bacon.
- Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing.
- van Wormer, K., Wells, J., & Boes, M. (2000). *Social work with lesbians, gays and bisexuals: A strengths perspective*. Boston, MA: Allyn & Bacon.
- Winton, M. A., & Mara, B. A. (2001). *Child abuse and neglect: Multidisciplinary approaches*. Boston, MA: Allyn & Bacon.

## **Social Work Professional Writing Competency Policy and the Graduate Writing Assessment Requirement (GWAR)**

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). This policy states: "...all students entering California State Universities after implementation of the proficiency / diagnostic examination shall be required to demonstrate their competency with regard to writing skills as a requirement for graduation." In addition to these admission requirements, "...each department may establish its own criteria within these policy guidelines and candidates must abide by the department decision" (see <http://info.sjsu/web-dbgen/catnarr/policies/n15.html>, Nov. 2, 2001).

### Current Implementation of Policy

1. In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240. This policy applies to all students, including those who have already passed:
  - English 100W (or equivalent).
  - The WST exam.
  - TOEFL
2. Transfer students from other graduate programs within or outside the state of California, as well as BASW students who are substituting another course for ScWk 240, must also complete the written assessment assignment.
3. If a student is deficient in writing ability, the student will be referred to the Graduate Advisor to develop a remedial plan. The student may also be reassessed in ScWk 242.
4. Students must successfully complete the Professional Writing Competency requirement before they can be advanced to candidacy with Graduate Studies & Research during fall semester of their final year. Students must also successfully complete this requirement prior to enrolling in ScWk 298.

# San José State University

## Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking<sup>1</sup> and communication<sup>2</sup> skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5<sup>th</sup> ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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<sup>1</sup> Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

<sup>2</sup> Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

<sup>3</sup> According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” ([http://www.cob.sjsu.edu/FACSTAFF/KWAN\\_S/conduct.htm](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)).

<sup>4</sup> See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

<sup>5</sup> At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## SJSU Campus Emergency Procedures

### FIRES EARTHQUAKES AND OTHER DISASTERS

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

### MEDICAL EMERGENCIES

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

### EVACUATION PROCEDURES

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY**

**DIAL 9 – 1 – 1**

**For further information visit the University Police Web site at: <http://www.sjsu.edu/police/>**