

**San José State University**  
**School of Social Work**  
**ScWk 242, Research Methods, Data Analysis and Evaluation**  
**Course Code: 28481 Section: 5 Spring 2013**

<b>Instructor:</b>	Fred Prochaska, Ph.D., M.P.H., M.S.W.
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<b>Office Hours:</b>	Wednesdays 4 to 6 PM in office, and after class in BBC-126
<b>Class Days/Time:</b>	Wednesdays 6:00 to 8:45 PM
<b>Classroom:</b>	BBC 126
<b>Prerequisites:</b>	ScWk 240

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my [faculty web page](http://www.sjsu.edu/people/fred.prochaska/) at <http://www.sjsu.edu/people/fred.prochaska/> or accessed through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system, as indicated by the instructor).

### **Catalog Description**

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

### **Course Description**

This required foundation year course provides students with the opportunity to apply concepts and skills for conducting research that were introduced last semester in ScWk 240. The course also emphasizes content designed to prepare students 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 analysis tools for the evaluation of social work practice and policy. 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 quantitative and qualitative research methods, basic research design concepts, sampling methodology, models for group comparisons, single-system methodology, as well as basic computer literacy. Prerequisite: ScWk 240 or equivalent

### **Course Competencies & Practice Behaviors (Student Learning Objectives)**

The following competencies are realized through this course:

3. Apply critical thinking to inform and communicate professional judgments.
6. Engage in research informed practice and practice informed research).
7. Apply knowledge of human behavior and the social environment
- 10(d). Evaluation: Critically analyze, monitor and evaluate interventions

Upon completion of ScWk 298 students will be able to:

1. Evaluate assessment and intervention options based on evidence-based findings, practice wisdom and understanding of client strengths and needs. PB: 3 (b) (Critical Thinking)
2. Demonstrate skillful written and oral communication that is clear, focused and relevant to practice context. PB: 3 (c) (Critical Thinking)
3. Demonstrate ability to use practice experience to inform research or evaluation in the context of a field of practice. PB: 6 (a) (Researched Informed Practice/Practice Informed Research)
4. Demonstrate ability to apply research evidence and research skills to inform and improve practice. PB: 6 (b) (Research Informed Practice/Practice Informed Research)
5. Demonstrate ability to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in a field of practice. PB: 7 (a) (Theoretical Framework)
6. Demonstrate ability to critically analyze, monitor, and evaluate interventions in the context of a field of practice. PB: 10 (d, a) (Evaluation)

### **Required Texts/Readings**

The following textbook is required:

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

The following textbooks used in ScWk 240 will also be used in ScWk 242:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781557987914. Available at Spartan Bookstore.

Pyrzczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Los Angeles: Pyrczak Publishing. ISBN 1-884585-97-3. Available at Spartan Bookstore.

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. (2012). *ScWk 240 course reader: articles assigned in ScWk 240*.

Note: Some readings referred to on this syllabus were assigned during the Fall 2012 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.

### **Library Liaison**

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, [Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu) or 408-808-2318.

### **Classroom Protocol**

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.

*If you are not attending class, you are not participating.* According to University policy F69-24, “Students should attend all meetings of their class, not only because they are responsible for material discussed therein, but because active participation is frequent essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

During the class session, personal business is the secondary priority. This includes cell phone conversations, text messaging, emailing, web surfing, making social plans, or reading/studying for other classes. *Laptops are allowed for note-taking only.* For expectation about classroom behavior, see Academic Senate Policy S90-5 on Student Rights and Responsibilities found at: <http://www.sjsu.edu/senate/s90-5.htm>

The MSW is a professional degree and appropriate professional behavior is expected. Chronic tardiness, more than one unexcused absence, and/or disruptive behavior (including the use of laptops for other than class-related activities, texting during the class) will be reflected in the participation grade.

Class attendance will be usually taken and recorded during the first part of each class session. Timely communication with the instructor is expected. All class time is valuable, and if a student needs to miss a class, be late, or leave due to illness or emergency, the instructor expects to be informed.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

### **Assignments and Grading Policy**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Course Student Learning Objective/ (SLO)</b>	<b>(Practice Behaviors)</b>
Assignment 1: Qualitative Analysis Labs 1 and 2	10	2/13/13 and 2/20/13	Course SLO 10	PB: 10da
Assignment 2: Quantitative Analysis Labs 1 to 3	10	3/6/13, 3/13/13, and 3/20/13	Course SLO 10	PB: 10da
Assignment 3: Program Evaluation Design	20	4/17/13	Course SLO 6	PB: 6a, 6b
Exam	20	5/1/13	Course SLO 3, 6	PB: 3c, 6a
Assignment 4: Revised proposal with methods and analysis plan	30	5/8/13	Course SLO 3, 7	PB: 3b, 3c, 7a
Class Participation	10		Course SLO 3	PB: 3c
<b>Total Points</b>	<b>100</b>			

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
98-100%	A +
93-97%	A
90-92%	A -
88-89%	B +
83-87%	B
80-82%	B -
78-79%	C +
73-77%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

#### **Penalty for Late Work**

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.

**Assignment 1: Qualitative Labs 1 and 2:** Assignment 1 includes 2 qualitative analysis labs. Each lab will include a 3 page written report (double-spaced, total that includes an analysis of qualitative data generated from: 1) interviews, 2) focus groups, and 3) observations. Data will be obtained through in-class exercises. Specific assignment directions will be provided in class. This assignment is worth 10 points. Qualitative Lab #1 (Interviewing) is due on 2/13/13 and Qualitative Lab #2 (the Focus Groups) assignment is due on 2/20/13.

**Assignment 2: Quantitative Labs 1-3:** Quantitative labs will use the Statistical Package for the Social Sciences (SPSS) computer program and 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: descriptive statistics, Chi-square test, and *t*-test. Write-ups for the 3 labs are worth 10 points and are due 3/8/13, 3/15/13, and 3/22/13.

### **Assignment 3: Program Evaluation Design**

The purpose of the Program Evaluation Design assignment is to: apply program evaluation concepts to a social work field of practice, and apply quantitative and qualitative analysis concepts. Consider one program within the agency where you are currently working, or plan to be placed for your internship. Develop a logic model for the program using the logic model template and then write a 3 to 4 page paper describing the logic model and evaluation design. Additional directions will be provided in class. Assignment is worth 20 points and is due on 4/17/13.

### **Exam**

This exam will cover all course materials, i.e., readings, lecture notes, class examples, and lab materials. The format of this exam may consist of multiple choice, short answer or essay questions that will ask you to synthesize what you have learned and apply it to an area of social work practice. The exam is worth 20 points and will take place on 5/1/13

### **Assignment 4: Revised literature review, methods & analysis plan for ScWK 240 proposal**

This is an extension of your research proposal begun in ScWk 240. It is the application of both the methodological and analysis skills learned during the first year of the MSW research sequence. In particular, you will be asked to 1) revise your literature review, 2) develop the research methods for your proposed study and 3) add an analysis section which outlines which analysis procedures and statistical tests you will employ. Additional assignment directions will be provided. Assignment 4 is worth 30 points and is due on 5/8/13.

### **Class Participation:**

Class participation will be assessed according to engagement in class discussions and involvement during group exercises. This component is worth 10 points.

### **APA Format and Writing Requirements:**

ScWk 242 papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: (1) margins should be 1.00 inches left and 1.00 inches top, right, and bottom; (2) pages must be consecutively numbered within either the top right or bottom center margins starting with the abstract; and (3) 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. Be sure to carefully review 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.

### **Use of Turnitin.com and <http://smallseotools.com/plagiarism-checker>:**

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*. Another free service is provided at the website <http://smallseotools.com/plagiarism-checker>. 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.

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu> to establish a record of their disability.

## **School of Social Work Policies**

### **School of Social Work Writing Policy**

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

**A unique error is an error that will be counted 1 time.** For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

### **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.

## University Resources

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors. Significantly reduced cost versions of software such as SPSS, Microsoft Office, and other applications are also available for purchase at the Academic Success Center by showing your SJSU Tower Card. Specify whether you are requesting a PC or Mac version.

### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of the Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## ScWk 242, Research Methods, Data Analysis and Evaluation, Spring 2013, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23/13	<p><u>Overview of course and review of ScWk 240 main concepts</u></p> <ul style="list-style-type: none"> <li>• Review syllabus and assignments</li> <li>• Review of ScWk 240 main concepts</li> <li>• Instructions for using the Social Work Computer Lab</li> </ul>
2	1/30/13	<p><u>Review of qualitative research and introduction to principles of qualitative analysis</u></p> <ul style="list-style-type: none"> <li>• Review of qualitative designs</li> <li>• Review of qualitative data collection methods</li> <li>• Principles of qualitative analysis</li> <li>• Credibility and rigor in qualitative analysis</li> </ul> <p><u>Readings:</u></p> <p>Rubin, Babbie &amp; Lee, <i>Research Methods for Social Work</i> Ch. 19, “Qualitative Data Analysis”</p> <p>Web-based readings to be announced</p>
3	2/6/13	<p><u>Qualitative data collection and analysis: Interviewing</u></p> <ul style="list-style-type: none"> <li>• When to use interviews</li> <li>• Conducting a qualitative interview</li> <li>• Developing interview guides</li> <li>• Conduct Qualitative lab #1: Interviewing</li> </ul> <p><u>Readings:</u></p> <p>Rubin, Babbie &amp; Lee, <i>Research Methods for Social Work</i> Ch. 17, “Qualitative Research Methods” Ch. 18, “Qualitative Research: Specific Methods”</p> <p>Web-based readings to be announced</p>
4	2/13/13	<p><u>Qualitative data collection and analysis: Focus Groups</u></p> <ul style="list-style-type: none"> <li>• When to use focus groups</li> <li>• Conducting focus groups</li> <li>• Developing focus group questions</li> <li>• Qualitative lab #2: Focus group and analysis</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u> Web-based readings to be announced</p> <p><b><u>Qualitative Lab #1: Interview Analysis Due</u></b></p>
5	2/20/13	<p><u>Qualitative data collection and analysis: Observation</u></p> <ul style="list-style-type: none"> <li>• When to use observation</li> <li>• Conducting observations</li> <li>• Developing observation protocols and field notes</li> </ul> <p><u>Readings:</u> Web-based readings to be announced</p> <p><b><u>Qualitative Lab #2: Focus Group Analysis Due</u></b></p>
6	2/27/13	<p><u>Review of quantitative designs and introduction to principles of quantitative analysis</u></p> <ul style="list-style-type: none"> <li>• Review of quantitative research designs</li> <li>• Review of quantitative data collection methods</li> <li>• Principles of quantitative analysis</li> <li>• Descriptive statistics with categorical variables (frequency and percentage) and continuous variables (mean, range, standard deviation)</li> <li>• Introduction to SPSS in the computer lab</li> <li>• Generating descriptive statistics in SPSS</li> </ul> <p><u>Readings:</u> Weinbach &amp; Grinnell, <i>Statistics for Social Workers</i> Ch. 1, "Introduction" Ch. 2, "Frequency Distributions and Graphs" Ch. 3, "Measures of Central Tendency and Variability"</p>
7	3/6/13	<p><u>Descriptive statistics continued and introduction to testing hypotheses</u></p> <ul style="list-style-type: none"> <li>• Descriptive statistics continued</li> <li>• Generating descriptive statistics in SPSS continued</li> <li>• Statistical significance and null hypothesis</li> <li>• Normal curves, outliers, confidence level</li> <li>• Parametric and nonparametric tests</li> </ul> <p><u>Readings:</u> Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work</i>, Supplement Ch. 15, "Analyze This..." Supplement Ch. 16, "Basic Statistical Analysis Using SPSS"</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Supplement Ch. 17, "Data Tips and SPSS Settings"            Supplement Ch. 18, "Common SPSS Procedures"            Supplement Ch. 19, "SPSS Exercise on Basic Recoding and Computing"</p> <p>Weinbach &amp; Grinnell, <i>Statistics for Social Workers</i>            Ch. 4, "The Normal Distribution"            Ch. 5, "The Basics of Hypothesis Testing"            Ch. 6, "Sampling Distributions and the Hypothesis Testing"</p> <p><b>Quantitative Lab #1 Descriptive Statistics Due</b></p>
8	3/13/13	<p><u>Working with Cross-tabulations</u></p> <ul style="list-style-type: none"> <li>• When to use a Chi-square test</li> <li>• Relationships involving nominal variables</li> <li>• Binomial test and one variable Chi-Square test</li> <li>• Cross-tabulations and Chi-Square test of association or independence</li> <li>• SPSS Lab #1: Chi-Square</li> </ul> <p><u>Readings:</u>            Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work</i>,            Chap. 20, "Quantitative Data Analysis"            Chap. 21, "Inferential Data Analysis: Part 1"            Chap. 22, "Inferential Data Analysis: Part 2"</p> <p>Weinbach &amp; Grinnell, <i>Statistics for Social Workers</i>            Ch. 7, "Selecting a Statistical Test"            Ch. 10, "Cross-Tabulation"</p> <p><b>Quantitative Lab #2 Chi-Square Due</b></p>
9	3/20/13	<p><u>Comparing Two Groups, <math>t</math>-Tests</u></p> <ul style="list-style-type: none"> <li>• When to use a <math>t</math>-Test</li> <li>• Dichotomous variables with continuous variables</li> <li>• Comparing two independent means, the independent-samples <math>t</math>-Test</li> <li>• Comparison of pre- and post-test means, the paired samples <math>t</math>-Test</li> <li>• SPSS Lab #2: Dependent <math>t</math> test</li> </ul> <p><u>Readings:</u>            Weinbach, &amp; Grinnell, <i>Statistics for Social Workers</i>            Ch. 11, "<math>t</math>-Tests and Analysis of Variance"</p> <p><b>Quantitative Lab #3 <math>t</math>-test Due</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	3/27/13	<b>Spring Break Week!</b>
11	4/3/13	<p><u>Program Evaluation and Logic Models</u></p> <ul style="list-style-type: none"> <li>• Review of program evaluation concepts</li> <li>• Linking outcomes, measurement and analysis</li> </ul> <p><u>Readings:</u></p> <p>Review ScWk 240 readings</p>
12	4/10/13	<p><u>Program Evaluation and Logic Models continued</u></p> <ul style="list-style-type: none"> <li>• Developing a program evaluation design</li> </ul> <p><u>Readings:</u></p> <p>Web-based readings to be announced</p>
13	4/17/13	<p><u>ANOVA (comparing 3 or more groups) and Correlation</u></p> <ul style="list-style-type: none"> <li>• One-way and two-way, between-groups and within subjects ANOVA</li> <li>• Correlation: Relationships between continuous variables, Pearson's <math>r</math></li> </ul> <p><u>Readings:</u></p> <p>Weinbach &amp; Grinnell, <i>Statistics for Social Workers</i></p> <ul style="list-style-type: none"> <li>• Ch. 8, "Correlation"</li> <li>• Ch. 11, "<math>t</math>-Tests and Analysis of Variance" (Repeat from Week 9)</li> </ul> <p><b><u>Program Evaluation Design Assignment Due</u></b></p>
14	4/24/13	<p><u>Applying course concepts to analysis section of the ScWk 240 paper</u></p> <ul style="list-style-type: none"> <li>• How to decide on an analysis plan for your paper</li> </ul>
15	5/1/13	<p><b>Exam</b> (first hour of class)</p> <p>Afterward there will be further discussion about the analysis plan for your final paper.</p>
16	5/8/12	<p><u>Course Review</u></p> <ul style="list-style-type: none"> <li>• Course review, evaluation, and celebration</li> <li>• Preparation for ScWk 298</li> </ul> <p><b><u>Assignment 4: Revised literature review, methods and analysis plan for ScWk 240 proposal due</u></b></p>

# **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/>**