STEPHEN F. AUSTIN STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK  
BSW PROGRAM  
Class Meeting Time: Tuesday and Thursday, 12:30 pm to 1:45 pm  
Class Location: School of Social Work, Room #203  

SOCW 3372.001  
Social Work Evaluation and Statistics  
Spring 2024  

Faculty: Mohammad Mostafizur Khan  
Office: School of Social Work, Room #116  
Phone: 936-468-2728  
Email: mohammad.khan@sfasu.edu  

Office Hours: Monday & Wednesday 10:00 am-1:00 pm, Tuesday & Thursday 08:30 am-09:30 am, & 11:00 am-12:00 pm, and by appointment.  

Acknowledgement: This syllabus was developed primarily by Dr. Steve Cooper, Professor, School of Social Work, SFASU.  

COURSE SYLLABUS  
I. COURSE DESCRIPTION  
Understanding statistical methods relevant to evidence-based social work practice and evaluation, and develop knowledge and skills related to the latest version of the Statistical Package for Social Scientists (SPSS).  

Prerequisite: SOCW 3373 | Co-requisite: None  

II. COURSE OVERVIEW  
The purpose of this course is to introduce you to statistical methods relevant to evidence-based social work practice and evaluation. You will learn how to select, calculate and interpret appropriate statistics applicable to common data analysis situations related to generalist social work practice. You will also develop your knowledge and skills related to the latest version of the Statistical Package for Social Scientists (SPSS). This course serves as the foundation for advanced social work research courses, including SWK 4355. Those of you who are majoring in social work must earn a grade of C or better in this course.  

III. COURSE CONTACT HOURS AND STUDY HOURS  
This course focuses on social work program and practice evaluation. It aims to promote the furtherance of evaluation by addressing innovative evaluation methods, designs, and models; social work roles in program or practice evaluation; and uses of technology in evaluation (CSWE).  

This is a 3-credit hour face-to-face course in the fall term. Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-
class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours”. So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

IV. TEXT AND MATERIALS

Required Texts:


Recommended Texts:

V. CURRICULUM DESCRIPTION

The BSW program at SFA features the application of knowledge and skills of generalist social work practice with systems of all sizes.

Generalist practice is a practice perspective that serves client systems utilizing ecological systems approach focusing on persons, families, groups, organizations and communities. A narrow cadre of theories does not confine it: rather it is versatile enough to allow problems and situations, as well as, strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem-solving framework and a broad knowledge, value, and skill base which demand ethical practice and on-going self-assessment. Briefly generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving
framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizations, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and population-at-risk

VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2022) from the Council on Social Work Education

VII. OBJECTIVES/ STUDENT LEARNING OUTCOMES

Upon completion of this course, each student should be able to:

1. Articulate an understanding of statistics and their application to generalist social work practice, including practice with diverse and at-risk populations (Competency 4, 7, 9).
2. Explain, calculate and interpret descriptive statistics including basic terminology, scales, notations, frequency distributions, measures of central tendency, measures of dispersion, and the normal distribution (Competency 4, 9).
3. Explain, calculate and interpret inferential statistics including probability and hypothesis tests (Competency 4, 9).
4. Demonstrate an ability to utilize SPSS to run descriptive and inferential statistical tests (Competency 4, 9).
5. Demonstrate an ability to read and interpret basic charts, graphs, and SPSS output (Competency 4, 9).
6. Demonstrate an ability to identify and apply the correct statistical technique to a research question or hypothesis (Competency 4, 9).
7. Apply statistics in a value neutral manner that is consistent with the NASW Code of Ethics and IFSW/IASSW Code of Ethics (i.e., not discriminatory or prejudicial, especially toward diverse and at-risk populations) (Competency 1, 4, 9).
8. Identify examples of how statistics are utilized to guide and evaluate generalist social work practice, including evaluation of self, client outcomes, service delivery and programs (Competency 4, 9).
9. Articulate an understanding of the use of statistics and statistical data to advance the protection of human rights, as well as social and economic justice (Competency 3, 4, 9).
10. Demonstrate the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge (Competency 1, 2, 4).

11. Articulate the understanding that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing (Competency 4).

VIII. INSTRUCTIONAL METHODS

The primary instructional model for this course is collaborative learning. Specifically, I will set the course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, class discussion, online activities, assigned readings, and homework assignments. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be active learners and to ask for clarification when you have questions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

IX. COMPUTER REQUIREMENTS

This course will utilize SPSS (Statistical Package of Social Scientists) to conduct statistical analysis in the classroom and for homework assignments. Please refer to the SPSS package for the minimum system requirements. **You are expected to complete your homework assignments using a computer and SPSS. If you do not have a personal computer, the necessary hardware and software are available in the LINC, located in Steen Library on the SFASU campus.**

This course will utilize Brightspace to support the delivery of course content (for help with Brightspace go to https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

X. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/Assignments</th>
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</table>
| Week 1 January 18 | **Course Overview/D2L/EPAS**  
Introduction, areas of interest, population  
Syllabus review  
Required and recommended text and resources  
Why study statistics? |  |
<p>| Week 2 January 23 &amp; 25 | Implications (diversity, at-risk populations, practice, values and ethics, EPAS) | Homework via D2L |</p>
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<tr>
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<tbody>
<tr>
<td><strong>Week 3</strong> January 30 &amp; Feb. 01</td>
<td>What is the relationship between statistics and EBP (Evidence-based Practice)?</td>
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<td>How do I prepare for data analysis? Constructing a codebook Setting up a SPSS database Data entry</td>
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<td>Readings: Rubin- Chapters 1, 2 &amp; Appendix K; Holcomb- Chapter 2; NASW Code of Ethics; IFSW/IASSW Code of Ethics; CSWE EPAS</td>
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<tr>
<td><strong>Week 4</strong> February 06 &amp; 08</td>
<td>How do I pick a statistic? Review of key research methodology concepts Statistics and the scientific method Levels of measurement</td>
<td>Homework via D2L</td>
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<td>Who was in my sample? Frequency distributions Cross-tabulated tables Implications for generalist social work practice</td>
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<td>Readings: Rubin- Chapter 3; Holcomb- Chapter 1</td>
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<td><strong>Week 5</strong> February 13 &amp; 15</td>
<td>How can I describe the distribution of scores for different variables? Types of Distributions Measures of central tendency (mean, median, and mode) Measures of dispersion (variance, standard deviation, and range) Comparing groups on central tendency and dispersion Implications for generalist social work practice</td>
<td>Homework via D2L</td>
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<td>Readings: Rubin- Chapters 6, 7 &amp; 8; Holcomb- Chapters 6 &amp; 7</td>
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<tr>
<td><strong>Week 5</strong> February 13 &amp; 15</td>
<td>How can I compare one person’s data value to the distribution of all scores? Measures of relative standing (percentiles, percentile ranks, and standard scores) Implications for generalist social work practice</td>
<td>Homework via D2L</td>
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<td>Readings: Rubin- Chapter 9; Holcomb- Chapter 8</td>
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<td>Week and Date</td>
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<td>Exams/ Assignments</td>
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| Week 6 February 20 & 22 | **Exam I Review Session (Optional)**  
How do I draw conclusions about a population based on sample data?  
Probability sampling  
Sampling Distributions  
Hypothesis testing  
Type I and Type II Errors  
Significance Levels  
Implications for generalist social work practice  
**Readings:** Rubin- Chapters 10, 11 & 12 | **Exam I** |
| Week 7 February 27 & 29 | How does my sample compare to the population I think it came from?  
Comparing samples and populations (One sample t-test & Chi-square goodness of fit test)  
Implications for generalist social work practice  
**Readings:** Rubin- Chapters 14 & 16; Holcomb- Chapters 12 & 16 | Homework via D2L |
| Week 8 March 05 & 07 | How can I determine group differences when the variable of interest is nominal?  
Tests of cross-tabulated tables (Chi-square test of independence)  
Implications for generalist social work practice  
**Readings:** Rubin- Chapters 14 & 16; Holcomb- Chapter 14 & 17  
How can I identify differences in two population groups?  
Tests comparing two different groups (Independent groups t-test & Mann-Whitney U test)  
Implications for generalist social work practice  
**Readings:** Rubin- Chapters 14 & 16; Holcomb- Chapter 14 & 17 | Homework via D2L |
| Week 9 | Spring Break March 09-16 | |
| Week 10 March 19 & 21 | How can I identify differences in two population groups? (cont.)  
How can I pinpoint group differences when there are more than two population groups?  
Tests comparing more than two different groups (One-way ANOVA & Kruskal-Wallis Test) | Homework via D2L |
<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
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<tr>
<td>Week 7</td>
<td>Implications for generalist social work practice</td>
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<td><strong>Readings:</strong> Rubin- Chapter 15; Holcomb- Chapter 15</td>
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<td>Student Group Work Meeting-October 26</td>
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<td>Week 11</td>
<td><strong>Exam II Review Session</strong></td>
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<tr>
<td>March 26 &amp; 28</td>
<td>How can I pinpoint group differences when there are more than two population groups? (cont.)</td>
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<td>Week 12</td>
<td><strong>How can I evaluate change or differences within a single group?</strong></td>
<td><strong>Exam II</strong></td>
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<tr>
<td>April 02 &amp; 04</td>
<td>Parametric tests comparing differences within a single group</td>
<td>Online via Brightspace</td>
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<td>(Correlated groups t-test &amp;</td>
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<td>Repeated measures ANOVA)</td>
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<td>Non-parametric tests comparing differences within a single group</td>
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<td>(Sign test &amp; Wilcoxin matched-pairs signed ranks test)</td>
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<td>Implications for generalist social work practice</td>
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<td><strong>Readings:</strong> Rubin- Chapters 14 &amp; 15; Holcomb- Chapter 13</td>
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<td>Week 13</td>
<td><strong>How do I evaluate the impact of more than one predictor?</strong></td>
<td><strong>Homework via D2L</strong></td>
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<tr>
<td>April 09 &amp; 11</td>
<td>Two-way ANOVA</td>
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<td>Implications for generalist social work practice</td>
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<td><strong>Readings:</strong> Rubin- Chapter 15</td>
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<td>Week 14</td>
<td><strong>How do I evaluate the impact of more than one predictor?</strong></td>
<td><strong>Homework via D2L</strong></td>
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<td>April 16 &amp; 18</td>
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<td>How can I evaluate the impact of more than one predictor when</td>
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<td>the groups are different?</td>
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<td>Analysis of Covariance (ANCOVA)</td>
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<td>Implications for generalist social work practice</td>
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<td><strong>Readings:</strong> Rubin- Chapters 15</td>
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<td>How can I describe the relationship between two variables?</td>
<td><strong>Homework via D2L</strong></td>
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<td>Measures of Association (Correlation coefficients, Pearson’s $r$,</td>
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<td>Spearman’s rho, PRE</td>
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<td>interpretation of association)</td>
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<td>Implications for generalist social work practice</td>
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<td><strong>Readings:</strong> Rubin- Chapters 17 &amp; 18; Holcomb- Chapter 10</td>
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<td>Week 15</td>
<td><strong>How can I describe the relationship between two variables?</strong></td>
<td><strong>Homework via D2L</strong></td>
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| April 23 & 25 | **What can I do when more and more predictors are added to the analysis?**  
Correlation, regression, and multivariate statistics  
Implications for generalist social work practice  
**How do I interpret the strength and importance of relationships?**  
Coefficient of determination  
Effect size  
Strength  
Substantive vs. Clinical Significance  
Statistical power analysis  
Meta-Analysis  
Implications for generalist social work practice  
*Readings*: Rubin- Chapters 13, 17 & 18; Holcomb- Chapter 10 |                  |
| Week 16      | **Final Exam Review**                                         | Final Exam        |
| April 30 & May 02 |                                                          |                  |
| Week 17      | **Final Exam** – May 9 Thursday 10:30 am to 12:30 pm *(subject to change)* |                  |
| May 06-10    |                                                              |                  |

**XI. COURSE REQUIREMENTS**

A. **Class Attendance and Participation**: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Furthermore, you are expected to arrive on time and stay for the duration of the class. Absences and/or a persistent pattern of tardiness will affect your grade. Finally, you are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

**Cell Phones/Electronic Devices**: Given that such devices are disruptive to the classroom environment, everyone should refrain from using them during class. Please place all such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from your final average.

**Livestream Classes/Sessions**: If/ When the class meets via livestream (Zoom), you are expected to have your camera on, to be on camera, and to be attentive during the entire
Specifically, you are to be dressed appropriately, sitting upright, and actively engaged (not wearing your pajamas, lying in bed, lounging, eating, driving, in another room, etc.). **If you are not, then you will be counted as absent for the class/session.**

B. **Readings:** The course outline provides a list of required readings for each week. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. **Homework Assignments:** A total of 15 homework assignments/class activities/ quizzes will be given over the course of the semester. The homework assignments will be given weekly via D2L and will focus on content addressed during lecture. Specifically, the assignments will provide you with an opportunity to practice using SPSS to apply the statistical procedures learned in class. Each homework assignment will be available immediately following the related lecture and will remain available until 1 hour prior to the exam that addresses the homework material. Each homework assignment is worth 10 points. For some assignments, you may complete the homework assignments up to 2 times during the availability period (only the highest grade will be counted). Once you start a homework assignment, you will have 2 hours (120 minutes) to complete it. Homework assignments not completed by the end of the availability period will receive a grade of “0”. You will not be allowed to make-up homework assignments.

**You are expected to complete your homework assignments individually.** The homework assignments are designed to prepare you for the exams. If you have difficulty completing the homework assignments, you will most likely have difficulty completing the exams. Thus, you are encouraged to use class time and/or meetings with the instructor to address questions about the material.

D. **Exams:** Three major application exams will be given during the semester.

All material provided on the topics, including all assigned readings, discussions, lectures, and guest presentations are subject to examination. The exams will consist of matching, true/false, multiple-choice questions, and/or essay questions. The exams will evaluate your knowledge of concepts related to statistics and ability to conduct statistical analyses. All of the exams will be closed book.

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). **Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.** The instructor will schedule make-up exams.

**XII. GRADING POLICY**
XIII. GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>528 – 590</td>
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<td>B</td>
<td>469 – 527</td>
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<td>C</td>
<td>410 – 468</td>
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<td>D</td>
<td>351 – 409</td>
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<td>F</td>
<td>0 – 350</td>
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XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis.

Absences, At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

XV. ACADEMIC INTEGRITY (SFASU POLICY 4.1)

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

XVI. WITHHELD GRADES - COURSE GRADES POLICY (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services
Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

XVIII. STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM

Class Meeting Time: Tuesday and Thursday, 12:30 pm to 1:45 pm
Class Location: School of Social Work, Room #203

SOCW 3372.001
Social Work Evaluation and Statistics
Spring 2024

Faculty: Mohammad Mostafizur Khan
Office: School of Social Work, Room #116
Phone: 936-468-2728
Email: mohammad.khan@sfasu.edu

Office Hours: Monday & Wednesday 10:00 am-1:00 pm, Tuesday & Thursday 08:30 am-09:30 am, & 11:00 am-12:00 pm, and by appointment.

ASSIGNMENTS (DETAILS IN D2L)

ASSIGNMENT A: GROUP PROJECT

This is a group assignment. Students will analyze a dataset and present to the class.

Also, please follow D2L for more information.

ASSIGNMENT B: TEXTBOOK ASSESSMENT PRESENTATION

This is a group assignment. Presentations will be given to the class. Groups will receive a single grade. Please inform the instructor of any group difficulties. Presentations should be approximately 20-25 minutes.

Also, please follow D2L for more information.

ASSIGNMENT C: HOMEWORK ASSIGNMENTS

These are individual assignments. A total of 10 homework will be given through D2L, and students will submit them via the platform.

Also, please follow D2L for more information.
SELECTED BIBLIOGRAPHY


