The California Faculty Association is in the midst of a difficult contract dispute with management. It is possible that the faculty union will call a strike or other work stoppage this semester. I will inform the class as soon as possible of any disruption to our class meeting schedule.

I. COURSE PURPOSE

The purpose of the course is to provide graduate students with a practical knowledge of social science research based on a combination of a statistical computer application and an understanding of the methods used to undertake statistical analyses. This course provides students with basic graduate-level statistical techniques using SPSS that allow them to undertake social science research analyses using computer statistical software.

This course covers topics related to learning how to use computer software to undertake social science research in practice. In academia, empirical research is the foundation for progress.
Students will be able to understand how to conduct quantitative and qualitative data analyses:

1. Demonstrate a practical knowledge and application of research methods in social science practice.
2. Develop a working understanding of SPSS that will guide data analysis for survey and intervention research.
3. Will know how to collect, organize and interpret data

Students will have specific skills that will allow them to:

1. Demonstrate an ability to apply principles of social science research methods into practice.
2.Demonstrate an ability to develop reliable and valid research questions.
3. Develop skills in identifying types of research design and data to be collected.
4. Utilize skills in analyzing data collected through both survey and intervention research.
5. Implement skills in using data and information in evaluation of efficacy of intervention and effectiveness of program.
6. Undertake and interpret statistical analyses.

The following are guiding principles:

EPAS Core Competencies:

2.1.1—Identify as a professional social worker and conduct oneself accordingly

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 1.a.

Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services.

CA 1.1
Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.

CP 1.1.

Interact positively with clients, colleagues and supervisors and demonstrate skill in seeking out suitable client services and ensuring client access to those services.

CF 1.b.

Demonstrate self-awareness of personal knowledge limitations and biases, and practice self-correction and reflection in action while pursuing ongoing professional development.

CP 1.2.

Maintain professional demeanor and boundaries in practice situations, demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to ensure professional growth.

CF 1.c.

In intervention planning, demonstrate consistently the understanding and recognition of how personal beliefs, values, norms, and world view can influence case dynamics and outcomes.

EPAS Core Competencies:

2.1.1—Identify as a professional social worker and conduct oneself accordingly (cont'd)

CaISWEC

Foundation Competencies
CaISWEC

Advanced Competencies
for Public Child Welfare

CaISWEC Advanced

Practice Indicators

CF 1.d.

Present self in a manner consistent with respectful professional conduct, and adapt methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.
CF 1.e.

Support the purpose and values of the profession through consistent pursuit of learning, and recognize the relationship between career long learning and contributing to practice effectiveness.

CF 1.f.

Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.

EPAS Core Competencies:

2.1.1—Identify as a professional social worker and conduct oneself accordingly (cont’d)

CaISWEC

Foundation Competencies

CaISWEC

Advanced Competencies

for Public Child Welfare

CA 1.2.

Applies ethical principles, codes of ethics and professional social work values skillfully in practice and in resolving ethical conflicts

CP 1.3.

Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.
Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy and research.

EPAS Core Competencies:

2.1.2—EPAS Core Competencies: 2.1.2 Apply social work ethical principles to guide professional practice

CaISWEC
Foundation Competencies
CaISWEC
Advanced Competencies
for Public Child Welfare
CaISWEC Advanced
Practice Indicators
CF 2.a.
Demonstrate awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values.

CA 2.1.
Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.

CP 2.1.
Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.

EPAS Core Competencies:

2.1.2—EPAS Core Competencies: 2.1.2 Apply social work ethical principles to guide professional practice (cont’d)
CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 2.b.
 Understand the professional value base and apply NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families and communities.

CF 2.c.
 Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles.

CF 2.d.
 Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.

EPAS Core Competencies:

2.1.3—Apply critical thinking to inform and communicate professional judgments

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies
for Public Child Welfare
CalSWEC Advanced
Practice Indicators

CF 3.a.
Demonstrate the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions.

CA 3.1.
Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice effectively in child welfare and to communicate professional judgments.

CP 3.1.
Routinely exercise critical, higher-order thinking in evaluating child welfare data and proactively seek additional data as required to make reasoned professional decisions.

CP 3.2.
Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients.

CF 3.b.
Demonstrate the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment, intervention and evaluation.

CF 3.c.
Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards.

EPAS Core Competencies:
2.1.4—Engage diversity and difference in practice
CalSWEC
Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced Practice Indicators

CF 4.a.

Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.

CA 4.1.

In providing effective child welfare practice, consistently demonstrate and articulate both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, groups, organizations, and communities.

CP 4.1.

In child welfare practice, demonstrate both an acute awareness of historical and societal variables influencing interaction at the micro, mezzo, and macro levels and the consistent ability to work effectively with diverse individuals, families, and communities.

CP 4.2.

Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice.

CF 4.b.

Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.

CF 4.c.

Demonstrate self-awareness of bias, including knowledge of and capacity to manage power differences, when assessing and working with diverse populations.

CF 4.d.

Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.
EPAS Core Competencies:

2.1.4—Engage diversity and difference in practice (cont’d)

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 4.e.

Demonstrate capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process.

EPAS Core Competencies:

2.1.5—Advance human rights and social and economic justice

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 5.a.

Demonstrate, through assessment, intervention and evaluation practices, a working understanding of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination.
Utilize knowledge of human behavior, variables that contribute to injustice, and advocacy theory to provide leadership in applying social work skills to promote social and economic justice at the micro, mezzo and macro levels in child welfare.

CP 5.1.

Engage in policy practice to improve social and economic justice in child welfare.

CF 5.b.

Demonstrate a functional knowledge of advocacy theory, skills, and techniques and consistently engages in activities/tasks designed to promote social and economic justice in working with all client populations.

EPAS Core Competencies:

2.1.5—Advance human rights and social and economic justice (cont’d)

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 5.c.

Develop case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.

EPAS Core Competencies:

2.1.6—Engage in research informed practice and practice informed research

CalSWEC

Foundation Competencies

CalSWEC
Advanced Competencies
for Public Child Welfare
CalSWEC Advanced
Practice Indicators

CF 6.a.
Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.

CA 6.1.
Regularly assess and use research to guide child welfare practice, to evaluate child welfare practice, and to disseminate findings to improve child welfare practice.

CP 6.1.
Demonstrate skill in conducting child welfare literature reviews, in applying findings to practice, in program evaluation, and in knowledge dissemination.

CF 6.b.
Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.

EPAS Core Competencies:
2.1.7—Apply knowledge of human behavior to the social environment

CalSWEC
Foundation Competencies
CalSWEC
Advanced Competencies
for Public Child Welfare
CalSWEC Advanced
Practice Indicators

CF 7.a.
Demonstrate beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention and evaluation.
CA 7.1.
Integrate knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations in child welfare.

CP 7.1.
In evaluation of child welfare practice (engagement, assessment, planning, intervention, and evaluation), demonstrate the ability knowledgably to apply information about human behavior and the social environment from diverse perspectives.

CF 7.b.
Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment.

EPAS Core Competencies:
2.1.8—Engage in policy practice to advance social & economic well-being and to deliver effective social services

CalSWEC
Foundation Competencies
CalSWEC
Advanced Competencies
for Public Child Welfare
CalSWEC Advanced Practice Indicators
CA 8.1.
Articulate knowledge of current agency, state, and federal child welfare policies and engages in effective development and implementation of ethical and effective child welfare practices and policies.

CP 8.1.
Demonstrate through policy practice interventions the knowledge of social work values, child welfare relevant policies (including those specific to cultural groups), and assessment of service effectiveness.
EPAS Core Competencies:

2.1.8—Engage in policy practice to advance social & economic well-being and to deliver effective social services (cont’d)

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 8.b.

Demonstrate ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.

EPAS Core Competencies:

2.1.9—Respond to contexts that shape practice

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 9.a.

Demonstrate beginning capacity to apprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant services.

CA 9.1.

Identify trends among micro, mezzo, and macro variables that affect child welfare practice and provide leadership to respond to those trends in effective and culturally competent ways.

CP 9.1.
Readily identify changing factors that affect child welfare services and initiate culturally competent action to promote responsive, sustainable services.

CF 9.b.

Demonstrate a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality.

EPAS Core Competencies:
2.1.10(a)—Engagement

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced Practice Indicators

CF 10(a).a.

Demonstrate the knowledge base and affective readiness to intervene constructively with individuals and groups.

CA 10(a).1.

Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values in child welfare practice.

CP 10(a).1.

Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.

CF 10(a).b.

Demonstrate the capacity to exercise empathy and use of self in engagement and service delivery.

CF 10(a).c.
Demonstrate the ability to work with individuals, families, and groups to identify and work towards accomplishment of shared goals.

EPAS Core Competencies:
2.1.10(b)—Assessment

CalSWEC

Foundation Competencies

CalSWEC

Advanced Competencies

for Public Child Welfare

CalSWEC Advanced

Practice Indicators

CF 10(b).a.

Demonstrate ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner.

CA 10(b).1.

Consistently gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet standards for child welfare social work practice.

CP 10(b).1.

Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.

CF 10(b).b.

Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.

CF 10(b).c.
Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.

CF 10(b).d.

Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan.

EPAS Core Competencies:
2.1.10(c)—Intervention
CaISWEC
Foundation Competencies
CaISWEC
Advanced Competencies
for Public Child Welfare
CaISWEC Advanced Practice Indicators
CF 10(c).a.
Demonstrate beginning ability to initiate efforts consistent with service and organizational goals.
CA 10(c).1.
Comfortably move among the roles of a social worker in child welfare and intervene effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations.
CP 10(c).1.
Shape child welfare interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.
CF 10(c).b.
Demonstrate capacity to identify and utilize prevention measures that enhance individual clients’ strengths and protective factors.
CF 10(c).c.
Demonstrate capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths.

CF 10(c).d.
Demonstrate capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services.

CF 10(c).e.
Recognize the importance of understanding the transition and termination processes and demonstrate the capacity to sensitively terminate work.

EPAS Core Competencies:
2.1.10(d)—Evaluation
CalSWEC
Foundation Competencies
CalSWEC
Advanced Competencies
for Public Child Welfare
CalSWEC Advanced
Practice Indicators
CF 10(d).a.
Demonstrate a beginning ability to systemically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.
CA 10(d).1.
Consistently employ reliable and valid methods for monitoring and evaluating practice interventions and use the results to improve child welfare policy and practice.
CP 10(d).1.
Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit child welfare clients.

Study Guide for Comprehensive Exam.
Some of the questions used...this is incomplete as it ignores Non-Parametric testing which is the primary testing in social sciences.
Read "Statistics without Tears" By Derek Roundtree online here.

III. TEXTBOOK READINGS
All data can be found at their websites

IV. COURSE ASSIGNMENTS
There will be 3 PRACTICAL Exams that cover all the course content. There will be no final exam and no final paper.
The course is graded on the 3 exam (28.33% x 3) and attendance (15%).

V. GRADING
USE THE GRADE CALCULATOR HERE (EXCEL SPREADSHEET)
Point Scores:
A: 95-100
A-: 90-94
B+: 87-89
B : 83-86
B-: 80-82
C+: 77-79
C: 73-76
C-: 70-72
D+: 60-69
F: Less than 59

Grade Guidelines as in the Student Graduate Handbook:
Grades of A or A- are reserved for student work that not only demonstrates excellent mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

A grade of B+ is given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-satisfactory understanding of the material being tested, and has exceeded expectations in the assignment.

A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.

A grade of B- denotes that a student’s performance was less than satisfactory on an assignment, reflecting only moderate grasp of content and is below expectations.

A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.

A grade of Credit in graduate level courses is equivalent to grades that earn 3.0 or more grade points (B and above).

A grade of No Credit in graduate level course’s is equivalent to grades that earn less than 3.0 grade points (B- and below).
A grade of RP (Report in Progress) is used in courses that extend more than one term (e.g., Field courses: SW 650 and 750). It indicates that work is in progress, has been evaluated, and is satisfactory to date. In assigning grades, the assumption will be that the student has completed the assignment at an average level of achievement (B for graduate students; C for undergraduate students). Students who demonstrate higher or lower performance levels will receive grades consistent with the guidelines provided, including plus and minus grades.

Participation and attendance policy will be followed as adopted by the SSW.

VI. EXPECTATIONS FROM STUDENTS

You will need to get a gmail account to access all course details posted on google sites. The course is practice based. If you are able to accomplish the practical in class then you can undertake the practical exams.

VII. COURSE TOPIC AND OUTLINES

For podcasts of all the Andy Fields lectures, please go to:

http://www.sagepub.com/field3e/SPSSstudentmovies.htm

Each class will be split into two sections. The first section includes a didactic format with a presentation on the topic for that class. The second section allows for a hands-on demonstration of the techniques discussed. Each class is dependent on previous classes missing classes will disrupt this sequence of presentations. Students are responsible for ensuring that they catch up independently with the class.

Class Date Schedule
CLASS 1 1/26/16
CLASS 2 2/2/16
CLASS 3 2/9/16
CLASS 4 2/16/16
CLASS 5 2/23/16
CLASS 6 3/1/16 EXAM
CLASS 7 3/8/16
CLASS 8 3/15/16
CLASS 9 3/22/16 EXAM
SPRING BREAK  3/29/16
CLASS 10 4/5/16
CLASS 11 4/12/16
CLASS 12 4/19/16
CLASS 13 4/26/16 EXAM
CLASS 14 5/3/16

CLASS SCHEDULE
BLUE highlight indicates additional material
YELLOW highlight indicates files needed for class

Class 1: INTRODUCTION TO THE COURSE
Introduction to the course. Expectations, grading, exam papers.
PowerPoint Presentation Class 1.1

Class 2: OBTAINING DATA:SECONDARY DATA SOURCES
PowerPoint Presentation Class 1.2
Z Score video
STANDARD DEVIATION WORKING
For an argument about significance and why the null hypothesis is always false see Cohen's paper.

CLASS 3: CREATING A DATABASE
http://dataferrett.census.gov/
PowerPoint Presentation Class 2.13

PowerPoint Presentation Class 4
DATA FILE download
SYNTAX FILE download

Creating a new data file, translating, & data entry.


Practical Class

Excel data to import

Sample Data

CLASS 4: MANIPULATING DATA

Cleaning a data file.


Practical Class

AGE DATA

SPSS SYNTAX

FINAL DATA BASE

If you look at last week’s database we had an intentional mistake in the AGE variable. We need to rectify this mistake and today's class we will go through two possible ways of doing this. You will need to combine two datasets...the new one above (AGE.DATA) with the old database created last week.

TEXT File here

CLASS 5: ANALYZING DATA

Using SPSS to summarize and describe sample; Graphs


PowerPoint Presentation Class 7

MASTER DATAFILE

Exam Anxiety.sav

CLASS 6: DESCRIPTIVE ANALYSIS
Descriptive statistics vs. inferential statistics. Exploring Assumptions


PowerPoint Presentation Class 8

FINAL DATA BASE

PRACTICAL EXERCISE

EXAM 1

PLEASE USE THE PUBLISHERS STUDENTS’ RESOURCES TO TEST YOUR KNOWLEDGE.

Exam will include the following chapters. (Please check the name of the chapter since different versions of the textbook have different chapter numbers.)

Chapter 2. Everything you wanted to know about statistics
Chapter 3. The SPSS environment

CLASS 7: EXPLORING ASSUMPTIONS

Central tendency and dispersion statistics. Exploring Assumptions


PowerPoint Presentation Class 9

Exam Anxiety.sav

FINAL DATA BASE

CLASS 8: DATA MANIPULATION

COMPUTE, RECODE, & SELECT

DATA FILE FOR LESSON

PowerPoint Presentation Class 10

Men Like Dogs file

CLASS 9: RELATIONSHIPS AMONG VARIABLES

Exploring relationship among variables: Correlation coefficient


PowerPoint Presentation Class 15
Exam Anxiety.sav

EXAM 2

PLEASE USE THE PUBLISHERS STUDENTS’ RESOURCES TO TEST YOUR KNOWLEDGE

Exam will include the following chapters. (Please check the name of the chapter since different versions of the textbook have different chapter numbers.)

Chapter 5: Exploring Assumptions
Chapter 6: Correlations

Exploring relationship among variables: Non-parametric Wilcoxon


PowerPoint Presentation Class 12

CLASS 10: NON PARAMETRIC TESTS 1

Exploring relationship among variables: Non-parametric Mann-Whitney


CLASS FILE FOR LESSON

PowerPoint Presentation Class 11

CLASS 11: NON PARAMETRIC TESTS 2

PRACTICAL EXERCISE FOR CLASS TEN

Exploring relationship among variables: Non-parametric Kruskal-Wallis test


PowerPoint Presentation Class 13

Exploring relationship among variables: Non-parametric Chi-square


PowerPoint Presentation Class 14

CLASS EXERCISE

CLASS EXERCISE ANSWERS
Hill et al. sav
Williams.sav
Exam Anxiety.sav

Interpreting and Understanding Chi Square.

CLASS 12: EXAMINING DIFFERENCES
Examining differences in SPSS for Windows: Paired Sample and Dependent Samples t-tests
PowerPoint Presentation Class 16

SAMPLE DATA FOR INDEPENDENT GROUP DESIGN
SAMPLE DATA FOR DEPENDENT GROUP DESIGN
t-test computation Video
Difference between Standard Deviation (SD) and standard error of the mean (SEM)

Examining differences in SPSS for Windows: Independent Samples t-tests
PowerPoint Presentation Class 17

DEGREES OF FREEDOM VIDEO

CLASS 13: MULTIVARIATE ANALYSIS
Examining differences in SPSS for Windows: One way Analysis of Variance (ANOVA)
PowerPoint Presentation Class 18

VIAGRA DATASET FOR ANOVA

Examining differences in SPSS for Windows: Two way Analysis of Variance (ANCOVA)
PowerPoint Presentation Class 19
VIAGRA COVARIATE DATABASE

PRACTICAL 1
WORKSHEET
DATA FILE download
SYNTAX FILE download
FINAL DATA BASE

PRACTICAL 2

WORKSHEET

PRACTICAL100 DATA SPSS SAV FILE

CLASS 14: WRITE UP

How To Report Results in MSWord: Tables and Write-up.

PowerPoint Presentation Class 20

TRIAL DATA FOR TESTING
Cheat Sheet on Reporting Statistics for Psychologists

HOW TO REPORT THE RESULTS FROM AN ANOVA

PRACTICAL EXERCISE DATA

PRACTICAL EXERCISE QUESTIONS
CLASS 15: REVIEW OF THE COURSE

Cheat Sheet of the Course

Exercises:

Pre-Exam Data ASCII File (DATA)

Pre-Exam Syntax File (SPSS)

END OF COURSE:

SYMBOLS USED IN STATISTICS

ASCII Data file

SYNTAX file