



## SWRK210 Methods of Social Research

### Spring 2012 Syllabus

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## Part 1: Course Information

### Instructor Information

**Instructor:** Dr. Kisun Nam  
**Office:** Mariposa Hall 5029  
**Office Hours:** Tuesday 10:00am to 1:00pm, or by appointment  
**Office Phone:** 916.278.7069  
**E-mail:** [kisun.nam@csus.edu](mailto:kisun.nam@csus.edu) (email contact is preferred)

### Course Information

**Schedule:** Tuesday at 3:00pm to 5:50pm  
**Classroom:** Eureka Hall 109

### Course Description

Examination of quantitative and qualitative methods of social work research. Includes problem formulation, selection of various conceptual frameworks, research designs, sampling, collecting data, experimental design and computer technology.

#### Prerequisite

- Undergraduate social statistics course (ex. SWRK 110 Statistics and Research for Social Workers)

#### Co-requisite

- No co-requisite courses

### Textbook & Course Materials

#### Required Text ("D" in Part 3-Schedule)

Dudley, J. R. (2011). Research Methods for Social Work: Being Producers and Consumers of Research (2<sup>nd</sup>/Updated Edition). Allyn & Bacon.

#### Recommended Text ("B" in Part 3-Schedule)

Bui, Y. N. (2009). How to Write a Master's Thesis. Sage.

Textbooks are available to purchase at the Hornet Bookstore. Also, you can rent the recommended textbook at the Hornet Bookstore, too. Contact the Hornet Bookstore for details (916.278.6446).

## Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to SacCT

## Course Structure

Class sessions are composed of lectures and classroom discussions. In addition to lectures, students will be asked to share their own experiences, knowledge, and opinions within the frameworks and concepts presented in class. Your active participation in class discussions is expected and essential to how you will be evaluated.

The methods of instruction in this seminar are two-fold and appeal to two distinctly different yet mutually essential learning styles. One dimension of this course is a lecture/seminar-discussion approach aimed at understanding and communicating advanced research methods and skills in conducting research studies. The other component of this seminar uses experiential, action-oriented methods in which learning through “doing” is emphasized. The second dimension of the class is exercises focusing on specific helping skills that are presented in a graduate fashion designed to build on the learner’s developing competencies.

## SacCT Access

This course will utilize a course management system named SacCT. Most of the class lectures will be accompanied by PowerPoint slides presentation. PowerPoint slides, as well as other class assignments and assessments, will be posted in SacCT. Be sure to check SacCT for any updated information at least once a day and/or before coming to class.

To access this course on SacCT you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, or Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](#) from your SacCT course. Refer to the SacCT Browser Tune-up page for instructions.

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with SacCT you can:

- Visit the SacCT [Student Resources Page](#)
- Review SacCT [Student Tutorials](#)
- Visit the SacCT [Student FAQ’s Web page](#)
- Submit a [SacCT Problem Form](#)

**Important Note:** This syllabus, along with course assignments and due dates, are subject to

change. It is the student's responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through SacCT email.

## Part 2: Course Objectives and Outcomes

### Course Objectives

Students completing the requirements of this course shall demonstrate competencies in the following:

1. Identify situations that are amenable to scientific inquiry and articulate research questions that have direct relevance to generalist practice and preparing appropriate and ethical research designs. This objective will be demonstrated by class discussions, examinations, and the required research proposal using appropriate research methodology. (PO 1, 2, 5, 9; EPAS 4.0, 2, M6, 7, 9)
2. Understand the relevance of quantitative and qualitative research methods and the appropriate contextual use of these methods. Students will be able to appreciate the importance of research in social work practice at the micro, mezzo and macro levels by actively participating in class discussions and activities. (PO 6, 8, 9; EPAS)
3. Develop data collection instruments, taking into consideration of the logic and connection between the research question, sample population to be studied and the nature of data to be collected. This will be demonstrated by the course examinations and the required research proposal. (PO 9; EPAS)
4. Collect, classify and analyze data using statistical methods and logically derived techniques, demonstrating proficiency in parametric and non-parametric statistics. This objective will be demonstrated by exercises in class and the project proposal that entails developing research questions, exploring relationships between variables, and drawing conclusions by careful study of a given data set and performing the above functions in the context of the given data set. (PO 1, 9; EPAS)
5. Interpret the data and communicate the results to relevant audience, and drawing conclusions for the purposes of empirically documenting the effectiveness of new and existing methods of practice with varying client populations. Students will demonstrate the achievement of this objective by providing sound critique of published research studies and participating in small group discussions. (PO 1, 3, 9; EPAS)
6. Applying research skills and knowledge in evaluating one's practice and becoming accountable professionals as demonstrated through class discussions and the required research proposal. (PO 1, 9; EPAS)

### Course Outcomes

1. Students will understand the importance of research in social work practice.
2. Student will exhibit competency in conducting research to improve practice and contribute to the social work knowledge base.
3. Students will demonstrate the capacity to conduct qualitative research by involving approaches such as grounded theory and case study methods.
4. Students will be proficient in developing quantitative research questions, exploring

relationships between variables, analyzing nominal, ordinal and interval level data and drawing conclusions by careful study of a given data set.

5. Students will know the process of evaluating practice and becoming accountable professionals by mastering evaluation research.
6. Students will become active consumers and producers of research knowledge by conducting, discussing, and critiquing published research studies in small group discussions and presenting reports of their critique in the class.

## Part 3: Topic Outline/Schedule

**Important Note:** Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

### Module 1. The Context of Social Work Research

Week	Topic	Reading	Class activities	Assignment due
<b>Week 1</b> Jan. 24	<u>Introduction, overview, and expectation</u> <ul style="list-style-type: none"> <li>• Review of syllabus</li> <li>• The utility of research in social work</li> <li>• Research as a scientific methods of knowing</li> </ul>	D: Chpt. 1 B: Chpt. 1		
<b>Week 2</b> Jan. 31	<u>Language of social work research</u> <ul style="list-style-type: none"> <li>• Comparison between scientific method and other ways of knowing</li> <li>• Factors influencing the research process</li> </ul>	D: Chpt. 2	<ul style="list-style-type: none"> <li>• Choose the group for group assignments</li> </ul>	

### Module 2. Research Questions and Hypotheses

Week	Topic	Reading	Class activities	Assignment due
<b>Week 3</b> Feb. 7	<u>Reviewing literature and developing research questions</u> <ul style="list-style-type: none"> <li>• Topic and research question</li> <li>• Literature review</li> <li>• Introduction of using EndNote for efficient literature review</li> </ul>	D: Chpt. 4 B: Chpt. 2 & 3	<ul style="list-style-type: none"> <li>• Class will be held at the Library (Room 2023).</li> <li>• Bring your own laptop.</li> </ul>	
<b>Week 4</b> Feb. 14	<u>Hypotheses formulation</u> <ul style="list-style-type: none"> <li>• Developing a proper hypotheses</li> <li>• Types of relationships between variables</li> </ul>	D: Chpt. 6 B: Chpt. 5 & 6	<ul style="list-style-type: none"> <li>• Group discussion for assignment</li> </ul>	

### Module 3. Preparation and Planning of Research

Week	Topic	Reading	Class activities	Assignment due
<b>Week 5</b> Feb. 21	<u>Measurement, Part I: Basics</u> <ul style="list-style-type: none"> <li>• Concept of measurement</li> <li>• Operational definition</li> <li>• Example of measurements</li> <li>• Reliability vs. validity</li> </ul>	D: Chpt. 5 B: Chpt. 7	<ul style="list-style-type: none"> <li>• Group discussion for assignment</li> </ul>	<u>&lt;Quiz-1&gt;</u> Contents in Module 1 & 2  <u>&lt;Proposal-1&gt;</u> Part I (Intro)
<b>Week 6</b> Feb. 28	<u>Measurement, Part II: Constructing measurement instruments</u> <ul style="list-style-type: none"> <li>• Writing question</li> <li>• How to write the questions?</li> <li>• Dimensional approach</li> <li>• Making questionnaire</li> </ul>	D: Chpt. 5 & 9 B: Chpt. 7	<ul style="list-style-type: none"> <li>• Group discussion for assignment</li> </ul>	
<b>Week 7</b> Mar. 6	<u>Sampling</u> <ul style="list-style-type: none"> <li>• How to identify the potential sample?</li> <li>• Ways of selecting sample</li> </ul>	D: Chpt. 8 B: Chpt. 7	<ul style="list-style-type: none"> <li>• Group discussion for assignment</li> </ul>	<u>&lt;Group-1&gt;</u> Constructing measurement instrument

### Module 4. Research Design and Data Collection

Week	Topic	Reading	Class activities	Assignment due
<b>Week 8</b> Mar. 13	<u>Part I: Group designs and single-case design</u> <ul style="list-style-type: none"> <li>• Inferring causality</li> <li>• Threats to internal validity</li> <li>• Research designs with groups</li> <li>• Single-case design in social work</li> <li>• Measurement and data gathering</li> <li>• Types of single-case design</li> </ul>	D: Chpt. 11 B: Chpt. 7	<ul style="list-style-type: none"> <li>• Group discussion for assignment</li> </ul>	<u>&lt;Quiz-2&gt;</u> Contents in Module 3  <u>&lt;Group-2&gt;</u> Peer-review of measurement instrument
<b>Week 9</b> Mar. 20	<u>Spring Break (no class)</u>			

Week	Topic	Reading	Class activities	Assignment due
<b>Week 10</b>  Mar. 27	<u>Part II: Survey</u>  <ul style="list-style-type: none"> <li>• Types of surveys</li> <li>• Strengths and weakness of survey research</li> <li>• Generic guidelines for asking question</li> </ul>	D: Chpt. 9 B: Chpt. 7	<ul style="list-style-type: none"> <li>• Group discussion for assignment</li> </ul>	<u>&lt;Proposal-2&gt;</u> Part II (Literature Review)  <u>&lt;Group-3&gt;</u> Distribution of the questionnaire to class
<b>Week 11</b>  Apr. 3	<u>Part III: Secondary data</u>  <ul style="list-style-type: none"> <li>• Secondary analysis &amp; Analyzing existing statistics</li> <li>• Content analysis</li> <li>• Hands-on: Search the data through ICPSR</li> </ul>	D: Chpt. 12 B: Chpt. 7	<ul style="list-style-type: none"> <li>• Class will be held at the Computer lab (MRP 1013).</li> <li>• Group discussion for assignment</li> </ul>	<u>&lt;Group-4&gt;</u> Collection of the questionnaire to class

### Module 5. Quantitative Data Analysis using SPSS

Week	Topic	Reading	Class activities	Assignment due
<b>Week 12</b>  Apr. 10	<u>SPSS Session: Part I</u>  <ul style="list-style-type: none"> <li>• Entering the data into SPSS</li> <li>• Creating the Codebook</li> <li>• Data management</li> <li>• Collapsing the variable</li> <li>• Conditional construction (using "if")</li> </ul>	D: Chpt. 13 B: Chpt. 8	<ul style="list-style-type: none"> <li>• Class will be held at the Computer lab (MRP 1013).</li> <li>• Group discussion for assignment</li> </ul>	<u>&lt;Quiz-3&gt;</u> Contents in Module 4
<b>Week 13</b>  Apr. 17	<u>SPSS Session: Part II</u>  <ul style="list-style-type: none"> <li>• Running basic descriptive statistics</li> <li>• How to report descriptive statistics</li> <li>• How to construct APA-format table - what to report and what</li> </ul>	D: Chpt. 13 B: Chpt. 8	<ul style="list-style-type: none"> <li>• Class will be held at the Computer lab (MRP 1013).</li> <li>• Group discussion for</li> </ul>	



Week	Topic	Reading	Class activities	Assignment due
	NOT to report		assignment	
<b>Week 14</b>  Apr. 24	<u>SPSS Session: Part III</u> <ul style="list-style-type: none"> <li>• Running basic inferential statistics</li> <li>• How to report inferential statistics</li> <li>• How to construct APA-format table - what to report and what NOT to report</li> </ul>	D: Chpt. 13 B: Chpt. 8	<ul style="list-style-type: none"> <li>• Class will be held at the Computer lab (MRP 1013).</li> <li>• Group discussion for assignment</li> </ul>	

### Module 6. Other Topics

Week	Topic	Reading	Class activities	Assignment due
<b>Week 15</b>  May 1	<u>Ethical issues in social work research</u> <ul style="list-style-type: none"> <li>• Ethical guidelines in social work research</li> <li>• Weighing benefits and costs</li> <li>• Institutional Review Board (IRB)</li> </ul>	D: Chpt. 3 B: Chpt. 4	<ul style="list-style-type: none"> <li>• Human Subject Application Review Process</li> </ul>	<Proposal-3> Part III (Methods)
<b>Week 16</b>  May 8	<u>Class Presentation</u> <ul style="list-style-type: none"> <li>• Group presentation of quantitative data analysis using SPSS</li> </ul>			<Group-5> Quantitative data analysis report

## Part 4: Grading Policy

### Graded Course Activities

Visit the **Assignments** link in SacCT for details about each assignment listed below. Click on **Assessments** to access the quizzes. (See Part 4 for more information about accessing tools and activities).

Each student's final grade will result from adding the scores obtained from all the assignments required by the course (shown below).

#### 1. Quiz (30 points; 10 points per each quiz)

There are three quizzes after each module to assess the knowledge and skills about research methods. Each quiz is worth of 10 points. Quiz will be delivered online via SacCT 9.1.

Quiz consists of multiple-choice, true-false, fill-in-the-blank, and short answer questions. This is open-book quiz, so students can utilize their notes and textbook to take the quiz. Students are given 30 minutes to complete the quiz.

Each quiz will be available for one week, from Wednesday in the previous week to the next Tuesday (beginning of new module). For example, Quiz #1 (covering Module 1 & 2; from Week 1 to Week 4) will be available for students to take by Wednesday, February 15 (Week 4) and closed by 3pm on Tuesday, February 21 (Week 5).

During this window, students can take the quiz up to two (2) times at students' choice of time and place (i.e. midnight at home). Higher score out of two attempts will be used for final grading.

See the table below for the availability of each quiz. You will **not** be allowed to take the exam after the closing date.

	Beginning date	Closing date (by 3pm)
Quiz #1 (Week 1 to 4)	Wednesday, Feb. 15 (Week 4)	Tuesday, Feb. 21 (Week 5)
Quiz #2 (Week 5 to 7)	Wednesday, Mar. 7 (Week 7)	Tuesday, Mar. 13 (Week 8)
Quiz #3 (Week 8 to 11)	Wednesday, Mar. 27 (Week 11)	Tuesday, Apr. 3 (Week 12)

#### 2. Individual Research Proposal (30 points)

The Individual Research Proposal ("research proposal") will be 10 to 20 pages in length, accounting for 30 points of your final grade. Research proposal consists of three parts: Introduction, Literature Review, and Methods. Students are expected to submit each

part by due date (shown below). **No late submissions are accepted, except good cause absences** (see “Late Work Policy” and “Course Policies – Attend Classes” below).

	Points assigned	Due date	Notes
Part I Introduction	10 points	Week 5 (Feb. 21)	3 – 6 pages
Part II Literature Review	10 Points	Week 10 (Mar. 27)	4 – 8 pages
Part III Methods	10 points	Week 15 (May 1)	3 – 6 pages

Note that all papers should be submitted through SacCT as an electronic file (MS Word). You will receive a detailed guideline about the research proposal later.

This instructor takes plagiarism very seriously. Plagiarism is a theft of intellectual property of others. Any evidence of plagiarism in your Research Proposal will automatically result in “F” grade regardless of the performance in all other required assignments, including the research proposal. Keep in mind that modern technology not only enables one to easily plagiarize, or “copy and paste”, but also makes it easy for cheaters to get caught. Consult the Part 5 of this syllabus (“Commit to Integrity”).

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit [the Writing Center page](#).

### 3. Group Project: Measurement instrument, data collection, and analysis (30 points)

Students will conduct a group project of constructing measurement instruments (survey questionnaire), collecting the data, and presenting the quantitative analysis using SPSS. Each group will consist of up to five (5) students.

Students are expected to equally contribute to the group project. Main group activities are scheduled as below. You will receive a detailed guideline about the research proposal later.

Dates	Main activities
Week 2 (Jan. 31)	Form a group (up to 5 students)
Week 7 (Mar. 7)	#1: Constructing measurement instruments (questionnaire)
Week 8 (Mar. 13)	#2: Peer-review of measurement instruments

Week 10 (Mar. 27)	#3: Distribution of the questionnaire to class
Week 11 (Apr. 3)	#4: Collection of the questionnaire to class
Week 16 (May 8)	#5: Group presentation

Below are the grading criteria for the group project.

	Points assigned	Due date
Constructing measurement instruments (questionnaire)	15 points	Week 7 (Mar. 7)
Peer-review of measurement instruments	5 Points	Week 8 (Mar. 13)
Group presentation	10 points	Week 16 (May 8)

#### 4. Attendance and Class Participation (10 points)

Your attendance and participation maximize your experience in the class, and together constitute 10 points of your final grade. More than five absences, including one free absence, will result in “F” grade regardless of the performance in all other required assignments. For example, if you miss four classes without good cause, you will earn 5 points out of attendance and class participation portion (one free absence and three additional absences, 50% deduction). Consult Attendance Policy in Part 5 for details.

As a result, your final grade is delineated as follows (see “Letter Grade Assignment” below for the letter grade assignment):

Assignments	Points assigned
Quiz	30
Research Paper	30
Group Project	30
Attendance	10
Total	100 points

#### Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

#### Viewing Grades in SacCT

Points you receive for graded activities will be posted to the SacCT Grade Book. Click on

the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically a week following the completion of an activity. You will see a visual indication of new grades posted on your SacCT home page under the link to this course.

## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows. Keep in mind that your final grade will be determined by the total score you would earn through all the required assignments by the class.

Letter Grade	Points	Performance
A	94-100 points	Excellent Work
A-	90-93 points	Nearly Excellent Work
B+	86-89 points	Very Good Work
B	82-85 points	Good Work
B-	79-81 points	Mostly Good Work
C+	76-78 points	Above Average Work
C	72-75 points	Average Work
C-	69-71 points	Below Average Work
F	0-68 points	Failing Work

**Important note:** For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

## Part 5: Course Policies

### Attend Class

Class attendance and participation is a prerequisite in receiving a passing grade. Students are expected to attend all class on time. Similar to SWRK110 (statistics) or SWRK111 (undergraduate research) class, this class may be one of the hardest courses you face in your MSW program. Therefore, missing classes hurt your chance for achieving an “A” grade for the semester.

Each student is allowed one free absence without a good cause (see below). Additional absence(s) without a good cause will receive deductions from the attendance portion (see the table below). More than five absences without a good cause (including one free absence) in the semester will result in the student receiving “F” grade for the semester, regardless of her/his performance in all other required assignments.

Grading for class attendance, after the one free absence without good cause:

1 additional absence	–5% of class attendance portion
2 additional absences	–10% of class attendance portion
3 additional absences	–50% of class attendance portion
4 additional absences	–100% of class attendance portion
5 or more absences	automatic F grade for the course

Good-cause absence(s) must be notified to the instructor via email or written note *no later than a week after it happened*. One who failed to notify the instructor for good cause absence(s) as stated will not be excused. One’s health issue, death of a loved one, and natural disasters (e.g. fire or earthquake) are considered as good cause. Students may be asked to provide additional documents (e.g. the doctor’s letter) to confirm the good cause. All other issues, such as car broke down, alarm clock failed, children’s school, job interview, and so on do not constitute good cause. Because of the nature of this class, **up to THREE good-cause absences** will be granted to each student. Students with more than three good-cause absences may consider dropping this class (see “Understand When You May Drop This Course” section below).

### Participate

In order to enhance feelings of safety and to create a positive learning environment, students are expected to:

1. Attend every class, promptly;
2. Read the assigned materials and watch the lecture video BEFORE the class;
3. Do not ridicule others;
4. Mind one’s own expression of bigotry; rather than attribute a negative characteristic to a social group or to a member of that group, you may begin with, “this is how I

- have been taught to believe ..." or "I hate to admit it but I do have the belief that ...";
5. Behave with a positive attitude;
  6. Be committed to growth and self-exploration.

## Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

## Complete Assignments

**All assignments for this course will be submitted electronically through SacCT unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

## Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### Incomplete Policy

This course does not allow an incomplete grade.

## Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Office of Services to Students with Disabilities](#) (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation *before* classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Code of Ethics

In the social work profession, it is expected that students will become familiar with and adhere to the NASW Code of Ethics. This code for professional behavior should guide your actions in class and in the field agency setting. Ethical violations (e.g. disrespect

toward classmates and the instructor) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s).

## Electronic device

Unless you are expecting important phone calls, please turn off all your electronic devices, including cellular phone, pagers, PDA, and laptop computer. Do not use your laptop to take note in class (PowerPoint slides will be provided). It is the rule of this class that no laptop or PDA be used for any reason during class time. Students with disabilities that need to use special devices, including laptop/PDA, must be arranged through the Office of Service to Students with Disabilities.

## Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about Sac State's [Academic Honesty Policy & Procedures](#).

### Definitions (Source: Sacramento State University Library)

At Sac State, "**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

"**Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution."

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacCT.



## **Part 6: Campus Resources**

Sac State has many programs and resources available to assist you during your academic studies.

### **Academic Advising**

The Academic Advising Center offers new student orientation, mandatory freshman advising, and advising on General Education and graduation requirements for all students.

### **IRT Service Desk (Helpdesk)**

The helpdesk provides assistance to students, faculty and staff in their use of campus technologies. Help is available via walk-in service, telephone service, email, or chat.

### **Services to Students with Disabilities**

Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students in order to ensure equal access and opportunity to pursue their educational goals.

### **Student Affairs**

If you need help discerning who to see to get a question answered, advice on which classes to take, or information about how to obtain financial aid, Student Affairs may be able to assist you.

### **Student Health Center**

Student Health Services promotes the health and wellness of Sac State students.

### **University Library**

The Sac State University Library provides access to a wide array of workshops, research guides, subject specialists, databases, electronic journals, and other electronic resources for the campus community.

### **University Writing Center**

The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor.