

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

Semester and Year	Fall 2020
Course Number, Title, Credit Hours	SWK 697-03 Research Methods
Class Meetings:	Tuesday 1:30pm-4:30pm, BMH2 Virtually
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335-02
Office Hours:	Monday and Wednesday 2pm-5:30pm and By Appointment
Telephone Number:	Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
E-mail Address:	stalston@nsu.edu

I. Course Description, Prerequisites and Co-Requisites

The course is designed to impart knowledge and skills of scientific social investigation. Scientific methods of knowledge building for social work practice as well as practice evaluation and research outcome utilization are emphasized. This course covers scientific inquiry and theory, the ethics and politics of social work research, problems and hypotheses, operationalization and measurement, research designs, sampling, data collection and analysis, reporting results, and utilization of research outcomes. This is a BLACKBOARD enhanced course.

Prerequisites and Co-Requisites Completion of Statistics course

II. Course Rationale

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations.

III. Course Goals and Intended Learning Outcomes

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations. This course supports 2015 CSWE Core Competency 1: Demonstrate Ethical and Professional Behavior & Competency 4: Engage In Practice-informed Research and Research-informed Practice

CSWE 2015 Nine Core Competencies
Competency 1: Demonstrate ethical & professional behavior
Competency 2: Engage diversity & difference in practice
Competency 3: Advance human rights & social & economic justice
Competency 4: Engage in research-informed practice & practice-informed research.
Competency 5: Engage in policy practice
Competency 6: Engage with individuals, families, groups, organizations & communities
Competency 7: Assess with individuals, families, groups, organizations & communities
Competency 8: Intervene with individuals, families, groups, organizations & communities
Competency 9: Evaluate practice with individuals, families, groups, organizations & communities

Competencies 1 and 3 below are standard requirements for Course Goals and Learning Outcomes for all social work courses. Course content, assignments and/or activities that address both competencies in the course are required.

Competency 1:

Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical

thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 3:

Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4:

Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

The primary Goals of this course are:

Graduate: To prepare the student to practice with individuals using a generic core of the social work foundation knowledge bound by a common core of knowledge, values and skills that promote individuals' optimal well-being within the context of their environment. This course builds on professional values, ethics, principles, and the person-in-environment perspective of the profession. It reflects the profession's mission to promote social and economic justice by empowering individuals who experience challenges that affect their optimal well-being in their interactions and transactions in the environment. Students will examine selected modalities of intervention for social work with individuals.

Learning Outcomes

The Practice Behaviors will be demonstrated through the students' Knowledge, Skills and Values and align with the 2015 CSWE's EPAS Core Competencies.

Knowledge: Upon successful completion of this course, students will have Knowledge of:

1. Demonstrate ongoing mastery of knowledge of the roles of historical, social, political and

economic factors as the underlying causes for systemic inequality.

Include 3-8 additional knowledge areas here.

Skills: By the end of the course students' skill level will reflect that they are able to:

1. **Demonstrate ongoing mastery of professionalism in behavior, appearance and communication with peers and instructors.**

Include 3-8 additional skills here.

Values: By the end of the course students will demonstrate a Value base as reflected in their ability to:

1. **Demonstrate self-awareness of personal knowledge and limitations and biases and the understanding of social work values and identify core values central to the profession.**

Include 3-8 additional value descriptions here.

IV. Course Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

Rubin, A., & Babbie, E. R. (2017). *Research Methods for Social Work: 9th edition*. Boston, MA: Cengage Learning.

V. Primary methods of Instruction

Synchronous remote **course instruction** Class lectures and discussions, and audio-visual material.

VI. COURSE SCHEDULE This course schedule may be subject to change at the discretion of the instructor or dependent on the progress of the class and mastery of course competencies. There will not be any major changes to the basic course structure or assignments.! The syllabus follows a 12 week structure curriculum with final exam week 13.

Course Outlines

Course date	Topics	Assigned Readings & Assignments	Assignments Due
Sept 1, 2020	Orientation to the course and MindTap What is research? Why study research? What is the research process? Literature reviews versus review of the literature and writing research proposals	Chapters 1, &3 review chapter 23 pages 553-565 (section 23-1 to 23-4) and 570-573 (section 23-5 to 23-5f)	Discussion about a research topic
Sept 8, 2020	Ethics Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 5 & 6	Quiz 5 &6
Sept. 15, 2020	Evidence-based practice (EBP) Review the literature	Chapters 2, & 4, & 23	Quiz 2, 4, & 23 10 empirical articles on a topic

	An introduction of quantitative, qualitative, and mixed method research		
Sept 22, 2020	Problem Formation Measurement	Chapter 7	Quiz 7 In class exercise on problem formation
Sept 29, 2020	Operationalization and conceptualization	Chapter 8	Quiz 8 In class exercise on operationalization
Oct 6, 2020	Presentations	Presentations	Presentations
Oct 13, 2020	Measurement Major data collection methods Main research paradigms Data processing Reporting research findings	Chapters 9	Quiz 9
Oct 20, 2020	Research Day	Research Day	
Oct 27, 2020	Population vs. sample Sampling Techniques Probability sampling	Chapter 15	
Nov 3, 2020	Non-probability sampling	Chapter 15	Quiz 15
Nov 10, 2020	Survey Research and correlational research	Chapter 16	Quiz 16
Nov 17, 2020	Quantitative data analysis	Chapters 21 and 22	Quiz 21 and 22
Nov 24, 2020	Introduction to Causal inference and Experimental design	Chapter 11	Quiz 11 Final paper due:

VII. Related University-Wide and Course Specific Requirements

Writing- Students will be required to submit written assignments according to the APA format and to demonstrate graduate level writing capabilities.

Information Technology Literacy- This is a technology-based course. Students will utilize Blackboard technology, including Discussion Board, Grade Book, and Blackboard Collaborate Ultra for [Remote Synchronous class sessions](#). ([Change language for Online course delivery method](#))

Quantitative Reasoning-Student will integrate evidence-based research, including application of quantitative and qualitative research findings.

Scientific Reasoning- Students will be expected to predict through research logical consequences of observed phenomena and evaluate how clients can best be served.

Oral Communication- Students will be required to participate in oral presentations and to hone professional speaking skills

Critical Thinking- Students will be required to integrate and to synthesize reading materials and class discussions and to demonstrate critical thinking in application of concepts.

Professional Growth- Students are encouraged to attend related conferences, workshops, forums, & seminars.

VIII. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Problem Presentation (20%)

Students will complete a 20-minute presentation of their research topic of interest. The presentation should be an overview of the topic and what research has been conducted on the topic thus far to include type of research, variables under investigation, findings, limitations and gaps in the literature.

Assignment #2 – Assignment related to competencies #1 And #3 and Social Justice (the Black Lives Matter Movement, Diversity; Systemic Inequality, etc.) = 10%

Assignment #3. Quizzes (20%)

All assigned quizzes are to be taken before the class time. You will have two attempts to compete and the highest score will be used at the final grade for that quiz

Benchmark Assignment #4 *The Benchmark Assignment for this course demonstrates your mastery of the competencies and behaviors emphasized throughout the course. This assignment requires a passing grade of "C" for undergraduate students and a grade of "B" for graduate students. This assignment comprises forty percent (40%) of the grade in this course. You cannot pass the course without passing the Benchmark Assignment. The complete description for the Benchmark Assignment will be distributed by the first full week in October. Final Research Proposal (40 %.)* The Benchmark Assignment is the Final. It is a 12-15 page research proposal. This assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided

Class Participation (10%)

20% of your grade is class participation. In order for you to participate in the class discussion, you must be present. In addition, a part of this grade is class exercises, homework assignments and blackboard discussions. Class participation goes beyond repeating course readings and involves a synthesis of knowledge to extend the conversation to the creation of new information to contribute to the discussion. Participation that distracts from the classroom conversation is prohibited i.e. side conversations.

IX. Criteria for Grading

	Percentage
Required Assignment (social justice Black Lives Matter Assignment)	10
Benchmark Assignment	40
Topic presentation Assignments	20
<u>Quizzes</u>	20
<u>Participation</u>	10
<u>Total</u>	100%

Grading Scale:						
100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+	
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F	

* NOTE: A B-minus (80-83) is a failing grade for graduate students.

X. University Statements

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Contact Information:

Coordinator, Accessibility Services (O.A.S.I.S.)

Location: James Bowser Building, Suite 121

Telephone: 757-823-8325 Fax: 757-823-2640

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from the University assessment activities will not be computed in student grades.

XI. University Support Services

NSU provides a number of academic support services in the form of counseling services, student success center, school advising and tutoring services. The instructor will refer students to these help-centers when necessary.

XII. Academic Integrity Standards and Classroom Policies

1. The University expects students to attend all classes. While absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent. Thus, a student will be permitted one "unexcused" absence per semester hour credit or the number of times a course meets per week.

The NSU School of Social Work expects students to attend classes. While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances. University officials expect students to attend all classes.

A note about absences: In addition to missing an entire class, two late arrivals of more than 30 minutes will equal 1 absence and two early departures of more than 15 minutes will equal one absence. Arriving 45 minutes to one hour or more late or leaving class for 45 minutes to one hour or more is equal to one absence. A student may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences that do not meet NSU OASIS excused extenuating circumstances, you cannot pass this course. If absences fall in emergency or reasonable extenuating circumstances, you must connect with your course professor and your faculty advisor for further instructions about your course standing. The note above addresses a 3 credit course that meets one time a week, please adjust for your specific course.**

2. Class participation/professionalism.

Professional conduct and attire expected during classroom meetings (face-to-face, remote, and recording). Students should identify themselves and remain on camera as requested by the instructor. This ensures active engagement in the course. Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social work practitioners. Practice classes are conducted and taught in an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as they relate to individuals. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in class activities, contributions, Blackboard Forum discussions, Blackboard Collaborate Ultra participation, and/or role-playing.

- 3. Professional conduct and civility in the classroom.** A course brings together a group of diverse individual students with various backgrounds and experiences—all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others. The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.
- 4. Electronics in Classroom.** Cell phone use, including calls and texting, is **not allowed** during class time. **Please turn off cell phones and put them away.** If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to participate. If you continue to engage in non-class-related work in class, you will be marked as absent. See Blackboard attachment for specific related to technology use.
- 5. Classroom confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics related to Educational Supervision and is also protected by regulations of the Family Educational Rights and Privacy Act (FERPA). As such, sharing this information with individuals outside of the educational context is **not permitted**.
- 6. Course assignments are required.** Students are responsible for completing the course assignments according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with

assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. **Details of the APA style are in the *Publication Manual of the American Psychological Association, 7th Edition.***

7. **Academic Integrity.** All written work should reflect graduate level use of grammar, spelling and organization of material. Students whose work does not meet graduate level writing quality will be required to consult with the NSU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.
8. **Blackboard.** Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions:
<http://www.nsu.edu/elearning/firsttimeusers.html>

XIII. Additional Course References

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

Semester and Year	Fall 2020
Course Number, Title, Credit Hours	SWK 697-51 Research Methods
Class Meetings:	Wednesday 6:30pm-9:30pm, BMH2 Virtually
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335-02
Office Hours:	Monday and Wednesday 2pm-5:30pm and By Appointment
Telephone Number:	Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
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I. Course Description, Prerequisites and Co-Requisites

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Prerequisites and Co-Requisites Completion of Statistics course

II. Course Rationale

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations.

III. Course Goals and Intended Learning Outcomes

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations. This course supports 2015 CSWE Core Competency 1: Demonstrate Ethical and Professional Behavior & Competency 4: Engage In Practice-informed Research and Research-informed Practice

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Competencies 1 and 3 below are standard requirements for Course Goals and Learning Outcomes for all social work courses. Course content, assignments and/or activities that address both competencies in the course are required.

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Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical

thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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Sept 2, 2020	Ethics Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 5 & 6	Quiz 5 &6
Sept. 9, 2020	Evidence-based practice (EBP) Review the literature	Chapters 2, & 4, & 23	Quiz 2, 4, & 23 10 empirical articles on a topic

	An introduction of quantitative, qualitative, and mixed method research		
Sept 16, 2020	Problem Formation Measurement	Chapter 7	Quiz 7 In class exercise on problem formation
Sept 23, 2020	Operationalization and conceptualization	Chapter 8	Quiz 8 In class exercise
Sept 30, 2020	Presentations	Presentations	Presentations
Oct 7, 2020	Measurement Major data collection methods Main research paradigms Data processing Reporting research findings	Chapters 9	Quiz 9
Oct 14, 2020	Research Day	Research Day	Research Day
Oct 21, 2020	Population vs. sample Sampling Techniques Probability sampling	Chapter 15	
Oct 28 2020	Non-probability sampling	Chapter 15	Quiz 15
Nov 4, 2020	Survey Research and correlational research	Chapter 16	Quiz 16
Nov 11, 2020	Quantitative data analysis	Chapters 21 and 22	Quiz 21 and 22
Nov 18, 2020	Introduction to Causal inference and Experimental design	Chapter 11	Quiz 11 Final paper due:

VII. Related University-Wide and Course Specific Requirements

Writing- Students will be required to submit written assignments according to the APA format and to demonstrate graduate level writing capabilities.

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Oral Communication- Students will be required to participate in oral presentations and to hone professional speaking skills

Critical Thinking- Students will be required to integrate and to synthesize reading materials and class discussions and to demonstrate critical thinking in application of concepts.

Professional Growth- Students are encouraged to attend related conferences, workshops, forums, & seminars.

VIII. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Topic Presentation (20%)

Students will complete a 20-minute presentation of their research topic of interest. The presentation should be an overview of the topic and what research has been conducted on the topic thus far to include type of research, variables under investigation, findings, limitations and gaps in the literature.

Assignment #2 – Assignment related to competencies #1 And #3 and Social Justice (the Black Lives Matter Movement, Diversity; Systemic Inequality, etc.) = 10%

Assignment #3. Quizzes (20%)

All assigned quizzes are to be taken before the class time. You will have two attempts to compete and the highest score will be used at the final grade for that quiz

Benchmark Assignment #4 *The Benchmark Assignment for this course demonstrates your mastery of the competencies and behaviors emphasized throughout the course. This assignment requires a passing grade of “C” for undergraduate students and a grade of “B” for graduate students. This assignment comprises forty percent (40%) of the grade in this course. You cannot pass the course without passing the Benchmark Assignment. The complete description for the Benchmark Assignment will be distributed by the first full week in October. Final Research Proposal (40 %.)* The Benchmark Assignment is the Final. It is a 12-15 page research proposal. This assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided

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IX. Criteria for Grading

	Percentage
Required Assignment (social justice Black Lives Matter Assignment)	10
Benchmark Assignment	40
Topic presentation Assignments	20
Quizzes	20
Participation	10
Total	100%

Grading Scale:						
100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+	
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F	

* NOTE: A B-minus (80-83) is a failing grade for graduate students.

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Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Contact Information:

Coordinator, Accessibility Services (O.A.S.I.S.)

Location: James Bowser Building, Suite 121

Telephone: 757-823-8325 Fax: 757-823-2640

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from the University assessment activities will not be computed in student grades.

XI. University Support Services

NSU provides a number of academic support services in the form of counseling services, student success center, school advising and tutoring services. The instructor will refer students to these help-centers when necessary.

XII. Academic Integrity Standards and Classroom Policies

1. The University expects students to attend all classes. While absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent. Thus, a student will be permitted one "unexcused" absence per semester hour credit or the number of times a course meets per week.

The NSU School of Social Work expects students to attend classes. While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances. University officials expect students to attend all classes.

A note about absences: In addition to missing an entire class, two late arrivals of more than 30 minutes will equal 1 absence and two early departures of more than 15 minutes will equal one absence. Arriving 45 minutes to one hour or more late or leaving class for 45 minutes to one hour or more is equal to one absence. A student may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences that do not meet NSU OASIS excused extenuating circumstances, you cannot pass this course. If absences fall in emergency or reasonable extenuating circumstances, you must connect with your course professor and your faculty advisor for further instructions about your course standing. The note above addresses a 3 credit course that meets one time a week, please adjust for your specific course.**

2. Class participation/professionalism.

Professional conduct and attire expected during classroom meetings (face-to-face, remote, and recording). Students should identify themselves and remain on camera as requested by the instructor. This ensures active engagement in the course. Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social work practitioners. Practice classes are conducted and taught in an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as they relate to individuals. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in class activities, contributions, Blackboard Forum discussions, Blackboard Collaborate Ultra participation, and/or role-playing.

- 3. Professional conduct and civility in the classroom.** A course brings together a group of diverse individual students with various backgrounds and experiences—all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others. The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.
- 4. Electronics in Classroom.** Cell phone use, including calls and texting, is **not allowed** during class time. **Please turn off cell phones and put them away.** If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to participate. If you continue to engage in non-class-related work in class, you will be marked as absent. See Blackboard attachment for specific related to technology use.
- 5. Classroom confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics related to Educational Supervision and is also protected by regulations of the Family Educational Rights and Privacy Act (FERPA). As such, sharing this information with individuals outside of the educational context is **not permitted**.
- 6. Course assignments are required.** Students are responsible for completing the course assignments according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with

assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. **Details of the APA style are in the *Publication Manual of the American Psychological Association, 7th Edition.***

7. **Academic Integrity.** All written work should reflect graduate level use of grammar, spelling and organization of material. Students whose work does not meet graduate level writing quality will be required to consult with the NSU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.
8. **Blackboard.** Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions:
<http://www.nsu.edu/elearning/firsttimeusers.html>

XIII. Additional Course References

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

Semester and Year Spring 2019
Course Number, Title, Credit Hours SWK 698-51A (79275) Research Methods II
Class Meetings: Wednesday 9:00pm-12:00pm, BMH Room 310
Instructor Name: Dr. Sharon T Alston, Assistant Professor
Department: The Ethelyn R. Strong School of Social Work
Office Location: Brown Memorial Hall, Rm. 335-02
Office Hours: **Tuesday 1:30pm-5:30pm** and Wednesday 12:30pm- 3:00Pm.
Other times By Appointment
Telephone Number: Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
E-mail Address: stalston@nsu.edu

I. Course Description, Prerequisites and Co-Requisites

This is an advanced research course, which focuses on research designs and analytical skills for the systematic evaluation of social work practice. It covers the social and ethical context of practice research, as well as a variety of methods for practice evaluation. The course also covers the utilization of quantitative and qualitative methods for data analysis. This is a BLACKBOARD enhanced course.

Prerequisites and Co-Requisites SWK 697 Research Methods I and computer literacy and Internet access are expected.

Course Rationale

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations.

II. Course Goals and Intended Learning Outcomes

This course is designed to teach students to utilize research knowledge and skills to inform practice, to conduct practice-informed research, and to improve social work practice, policies and social service delivery. Students will learn quantitative and qualitative analytical skills, which will enable them to utilize scientific research and available technologies to evaluate practice effectiveness, social programs and policies. It is expected that this course will enable students to evaluate their own practice and utilize research findings to achieve effective outcomes in a variety of practice settings.

III. Course Materials

Royce, D., Thyer, B., & Padgett, D. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach 6th edition*. Boston, MA: Cengage Learning.

IV. Primary methods of Instruction

This course is an active learning web-enhanced course. The methods of instruction include class lectures, group discussions, workshops, and interactive activities.

V. COURSE SCHEDULE (The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class). However, there will not be any major changes to the structure of the course or assignments.

Course Outlines

Week	Course date	Topics	Readings & Assignments
1	Jan , 9, 2019	Course orientation and Review Writing Evaluation Proposals, Reports, and Journal Articles Group Research Designs Pre, Classic, and Quasi-experimental	Syllabus Chapters 9 and 14 and Quiz 9 and 14 Discussion on Research symposium
2	Jan 16, 2019	The Importance of Program Evaluation Virtual class	Chapters 1 Quiz 1 2 page on What is program evaluation
3	Jan 23, 2019	Ethical Issues in Program Evaluation Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 2 & Quiz 2
4	Jan 30, 2019	Needs Assessment	Chapters 3 & Quiz 3
5	Feb. 6, 2019	An introduction of quantitative, qualitative, and mixed method research	Chapters 4, & Quiz 4 Agency Analysis Due
6	Feb 13, 2019	What Are Formative and Process Evaluation?	Chapter 5 & Quiz 5
7	Feb ,20 2019	Single System Research Designs	Chapter 6 & Quiz 6
8	Feb 27, 2019	Client Satisfaction	Chapters 7 Quiz 7 Mid-Term
9	March 6, 2019	Spring Break	No class
10	March 13, 2019	Population vs. sample Sampling; Probability sampling Non-probability sampling	Chapters 8 & Quiz 8
11	March 20, 2019	Research Symposium	Research Symposium
12	March 27, 2019	Cost-Effectiveness and Cost Analysis Designs Pragmatic Issues	Chapter 10 & 13 Quiz 10 & 13
13	April 3, 2019	Measurement Tools and Strategies Selecting the Best Evaluation Measure for Your Project	Chapter 11 &12 Quiz 11 & 12
14	April 10, 2019	Data Analysis	Data Analysis
15	April 17, 2019	Data Analysis	Data Analysis
16	April 24, 2019	Data Analysis	Data Analysis Final Paper Due

VI. Related University-Wide and Course Specific Requirements

Writing- Students will be required to submit written assignments according to the APA format and to demonstrate graduate level writing capabilities.

Information Technology Literacy- This is a web-enhanced course. Students will utilize Blackboard technology, including Discussion Board, Grade Book, and Blackboard Collaborate Ultra.

Quantitative Reasoning- Student will integrate evidence-based research, including application of quantitative and qualitative research findings.

Scientific Reasoning- Students will be expected to predict through research logical consequences of observed phenomena and evaluate how clients can best be served.

Oral Communication- Students will be required to participate in oral presentations and to hone professional speaking skills

Critical Thinking- Students will be required to integrate and to synthesize reading materials and class discussions and to demonstrate critical thinking in application of concepts.

Professional Growth- Students are encouraged to attend related conferences, workshops, forums, & seminars.

OTHER RELATED COMPETENCIES or REQUIREMENTS

VII. Council on Social Work Education (CSWE) 2015 CORE COMPETENCIES

Competency 1:

Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2:

Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which societal structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3:

Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4:

Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5:

Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6:

Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7:

Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8:

Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

Competency 9:

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

This course will primarily address the following competencies and associated behaviors: 4, 6, and 7

Competency: 4 Engage in Practice-informed Research and Research-informed Practice.			
Practice Behavior	Covered in class through (i.e., activity, reading,	Assessed by	
Use practice experience and theory to inform scientific inquiry and research;	Readings, Chapter Quizzes, Videos	<input type="checkbox"/> Agency Analysis <input type="checkbox"/> In class activity <input type="checkbox"/> Program evaluation report (Signature Assignment)	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Readings, Chapter Quizzes, Videos, Case Study Discussions	<input type="checkbox"/> Agency Analysis <input type="checkbox"/> In class activity <input type="checkbox"/> Program evaluation report (Signature Assignment)	
Use and translate research evidence to inform and improve practice, policy, and service delivery	Readings, Chapter Quizzes, Videos, Case Study Discussions	<input type="checkbox"/> Agency Analysis <input type="checkbox"/> In class activity <input type="checkbox"/> Program evaluation report (Signature Assignment) <input type="checkbox"/> Research Symposium	

VIII. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Brief Research Agency Analysis (15%)

To be discussed in class

Assignment #2. Final Research Program Evaluation (35%)

The Signature Assignment is the Final. It is a 12-15 page research of your program evaluation. The Signature Assignment must be typed and follow APA format. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided. There will be no opportunity for make up and late assignments will not be accepted.

Assignment #3. Research Symposium (20%)

As a class you all will plan, organize and execute a research symposium with the goal of educating students of the importance of research and its relationships to policy practice. You have the autonomy in planning and deciding the order, objective and speakers etc. However, I will be available for consultation and guidance.

Chapter Quizzes (10)

Each quiz MUST be completed before the class and is 10% of your final grade. You will have two chances to take the quiz. I will use the highest score of the two for grading.

Class Participation (20%)

20% of your grade is class participation. In order for you to participate in the class discussion, you must be present. Please refer to the class participation rubric on black board under the course overview.

X. Criteria for Grading

Points

Class Participation	20
Completion of ALL quizzes	10
Agency Background/Midterm	15
Final Program Evaluation	35
Research Symposium	20
Total	100%

Grading Scale:

100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+	
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F	

* NOTE: A B-minus (80-83) is a failing grade for graduate students.

XI. Academic Integrity Standards and Classroom Policies

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A note about absences: In addition to missing an entire class, two late arrivals of more than 15 minutes will equal 1 absence and two early departures of more than 15 minutes will equal one absence. Arriving 45 minutes to one hour or more late or leaving class for 45 minutes to one hour or more is equal to one absence. A student may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences, you cannot pass this course.**

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Participation/Professionalism Rubric as well as the NSU School of Social Work MSW Professional Classroom Standards document. Both of these documents will also be posted to Blackboard.

3. **Professional conduct and civility in the classroom.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for others' opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
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XII. University Statements

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Contact Information:

Coordinator, Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121

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 Fax: 757-823-2640

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RUBRIC FOR WRITTEN SOCIAL WORK ASSIGNMENTS, PAPERS AND PROJECTS

Trait being evaluated	4	3	2	1	0
Level of response to all questions and relevant ideas	Paper includes thoughtful complete responses to all questions and relevant ideas	Paper covers all questions and relevant ideas	Paper covers most questions and relevant ideas	Paper covers less than 70% of the questions and relevant ideas	Paper covers less than 50% of the questions And relevant ideas

Organization of paper	Demonstrates superior organization, is professionally presented, with headings, a title page and APA style.	Demonstrates good organization and presentation, with headings, a title page and some evidence of APA style.	Demonstrates adequate organization and some use of APA style.	Demonstrates limited organization	Demonstrates no organization .
Key facts	Includes a full list of the key points related to the topic or issue	Includes a good list of the key points related to the topic or issue	Includes an adequate list of the key points related to the topic or issue	Includes a limited list of the key points related to the topic or issue	Includes little or no listing of the key points related to the topic or issue
Evidence of critical thinking	Includes a thoughtful, complete discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a good discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes an adequate discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a limited discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic	Includes very little discussion and analysis of the relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic
Implications, conclusions and future directions	Includes a full discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes a good discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes an adequate discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic	Includes a limited discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic includes a	Includes no discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic
Writing quality	Demonstrates superior writing quality with almost no errors in grammar, spelling, and punctuation. Paragraphs or bullet points and sentences are well developed and clear.	Demonstrates good writing quality with few errors in grammar, spelling, and punctuation. Paragraphs, or bullet points, and sentences are well developed.	Demonstrates adequate writing quality with no more than a few problems with grammar, spelling, and punctuation. Some lack of clarity.	Demonstrates limited writing quality with many problems with grammar, spelling, and punctuation	Demonstrates poor writing quality

Students Name _____ Points _____ Grade _____

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

Semester and Year Spring 2019
Course Number, Title, Credit Hours SWK 698-51A (79275) Research Methods II
Class Meetings: Tuesday 6:30pm-9:30pm, NGE Room 207
Instructor Name: Dr. Sharon T Alston, Assistant Professor
Department: The Ethelyn R. Strong School of Social Work
Office Location: Brown Memorial Hall, Rm. 335-02
Office Hours: **Tuesday 1:30pm-5:30pm** and Wednesday 12:30pn- 3:00Pm.
Other times By Appointment
Telephone Number: Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
E-mail Address: stalston@nsu.edu

I. Course Description, Prerequisites and Co-Requisites

This is an advanced research course, which focuses on research designs and analytical skills for the systematic evaluation of social work practice. It covers the social and ethical context of practice research, as well as a variety of methods for practice evaluation. The course also covers the utilization of quantitative and qualitative methods for data analysis. This is a BLACKBOARD enhanced course.

Prerequisites and Co-Requisites SWK 697 Research Methods I and computer literacy and Internet access are expected.

Course Rationale

This course is designed to help students develop basic skills to conduct scientific research and effectively utilize research outcomes. This course also provides an opportunity for students to explore the implications of scientific social investigation for diverse populations.

II. Course Goals and Intended Learning Outcomes

This course is designed to teach students to utilize research knowledge and skills to inform practice, to conduct practice-informed research, and to improve social work practice, policies and social service delivery. Students will learn quantitative and qualitative analytical skills, which will enable them to utilize scientific research and available technologies to evaluate practice effectiveness, social programs and policies. It is expected that this course will enable students to evaluate their own practice and utilize research findings to achieve effective outcomes in a variety of practice settings.

III. Course Materials

Royce, D., Thyer, B., & Padgett, D. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach 6th edition*. Boston, MA: Cengage Learning.

IV. Primary methods of Instruction

This course is an active learning web-enhanced course. The methods of instruction include class lectures, group discussions, workshops, and interactive activities.

V. COURSE SCHEDULE (The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class). However, there will not be any major changes to the structure of the course or assignments.

Course Outlines

Week	Course date	Topics	Readings & Assignments
1	Jan , 8, 2019	Course orientation and Review Writing Evaluation Proposals, Reports, and Journal Articles Group Research Designs Pre, Classic, and Quasi-experimental	Syllabus Chapters 9 and 14 and Quiz 9 and 14 Discussion on Research Symposium
2	Jan 15, 2019	The Importance of Program Evaluation Virtual class	Chapters 1 & Quiz 1
3	Jan 22, 2019	Ethical Issues in Program Evaluation Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 2 & Quiz 2
4	Jan 29, 2019	Needs Assessment	Chapters 3 & Quiz 3
5	Feb. 5, 2019	An introduction of quantitative, qualitative, and mixed method research	Chapters 4, & Quiz 4 Agency Analysis Due
6	Feb 12, 2019	What Are Formative and Process Evaluation?	Chapter 5 & Quiz 5
7	Feb ,19 2019	Single System Research Designs	Chapter 6 & Quiz 6
8	Feb 26, 2019	Client Satisfaction	Chapters 7 Quiz 7 Midterm exam
9	March 5, 2019	Spring Break	No class
10	March 12, 2019	Population vs. sample Sampling; Probability sampling Non-probability sampling	Chapters 8 & Quiz 8
11	March 19, 2019	Research Symposium	Research Symposium
12	March 26, 2019	Cost-Effectiveness and Cost Analysis Designs Pragmatic Issues	Chapter 10 & 13 Quiz 10 & 13
13	April 2, 2019	Measurement Tools and Strategies Selecting the Best Evaluation Measure for Your Project	Chapter 11 &12 Quiz 11 & 12
14	April 9, 2019	Data Analysis	Data Analysis
15	April 16, 2019	Data Analysis	Data Analysis
16	April 23, 2019	Data Analysis	Data Analysis Final Paper Due

VI. Related University-Wide and Course Specific Requirements

Writing- Students will be required to submit written assignments according to the APA format and to demonstrate graduate level writing capabilities.

Information Technology Literacy- This is a web-enhanced course. Students will utilize Blackboard technology, including Discussion Board, Grade Book, and Blackboard Collaborate Ultra.

Quantitative Reasoning- Student will integrate evidence-based research, including application of quantitative and qualitative research findings.

Scientific Reasoning- Students will be expected to predict through research logical consequences of observed phenomena and evaluate how clients can best be served.

Oral Communication- Students will be required to participate in oral presentations and to hone professional speaking skills

Critical Thinking- Students will be required to integrate and to synthesize reading materials and class discussions and to demonstrate critical thinking in application of concepts.

Professional Growth- Students are encouraged to attend related conferences, workshops, forums, & seminars.

OTHER RELATED COMPETENCIES or REQUIREMENTS

VII. Council on Social Work Education (CSWE) 2015 CORE COMPETENCIES

Competency 1:

Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2:

Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which societal structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3:

Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4:

Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5:

Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6:

Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7:

Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8:

Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

Competency 9:

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

This course will primarily address the following competencies and associated behaviors: 4, 6, and 7

Competency: 4 Engage in Practice-informed Research and Research-informed Practice.			
Practice Behavior	Covered in class through (i.e., activity, reading,	Assessed by	
Use practice experience and theory to inform scientific inquiry and research;	Readings, Chapter Quizzes, Videos	<input type="checkbox"/> Agency Analysis <input type="checkbox"/> In class activity <input type="checkbox"/> Program evaluation report (Signature Assignment)	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Readings, Chapter Quizzes, Videos, Case Study Discussions	<input type="checkbox"/> Agency Analysis <input type="checkbox"/> In class activity <input type="checkbox"/> Program evaluation report (Signature Assignment)	
Use and translate research evidence to inform and improve practice, policy, and service delivery	Readings, Chapter Quizzes, Videos, Case Study Discussions	<input type="checkbox"/> Agency Analysis <input type="checkbox"/> In class activity <input type="checkbox"/> Program evaluation report (Signature Assignment) <input type="checkbox"/> Research Symposium	

VIII. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Brief Research Agency Analysis (15%)

To be discussed in class

Assignment #2. Final Research Program Evaluation (35%)

The Signature Assignment is the Final. It is a 12-15 page research report of your program evaluation. The Signature Assignment must be typed and follow APA format. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided. There will be no opportunity for make-up and late assignments will not be accepted.

Assignment #3. Research Symposium (20%)

As a class you all will plan, organize and execute a research symposium with the goal of educating students of the importance of research and its relationships to policy practice. You have the autonomy in planning and deciding the order, objective and speakers etc. However, I will be available for consultation and guidance.

Chapter Quizzes (10)

Each quiz MUST be completed before the class and is 10% of your final grade. You will have two chances to take the quiz. I will use the highest score of the two for grading.

Class Participation (20%)

20% of your grade is class participation. In order for you to participate in the class discussion, you must be present. Please refer to the class participation rubric on black board under the course overview.

X. Criteria for Grading

	Points
Class Participation	20
Completion of ALL quizzes	10
Agency Background/Midterm	15
Final Program Evaluation	35
Research Symposium	20
Total	100%

Grading Scale:

100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+	
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F	

* NOTE: A B-minus (80-83) is a failing grade for graduate students.

XI. Academic Integrity Standards and Classroom Policies

1. The NSU Graduate School expects perfect attendance. While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances. University officials expect students to attend all classes.

A note about absences: In addition to missing an entire class, two late arrivals of more than 15 minutes will equal 1 absence and two early departures of more than 15 minutes will equal one absence. Arriving 45 minutes to one hour or more late or leaving class for 45 minutes to one hour or more is equal to one absence. A student may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences, you cannot pass this course.**

2. Class participation/professionalism. Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social workers. Practice classes are conducted and taught in an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as they relate to individuals. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in class activities, contributions, Blackboard Forum discussions, Blackboard Collaborate Ultra participation, and/or role-playing. Students are asked to review and sign the **Participation/Professionalism Rubric as well as the NSU School of Social Work MSW Professional Classroom Standards document. Both of these documents will also be posted to Blackboard.**

3. Professional conduct and civility in the classroom. The professor expects students to act as professionals in class.

This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for others' opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

4. **Electronics in Classroom.** Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.
5. **Classroom confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.
6. **Class assignments are required.** Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. Details of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.
7. **Academic Integrity.** All written work should reflect graduate level use of grammar, spelling and organization of material. Students whose work does not meet graduate level writing quality will be required to consult with the NSU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.
8. **Blackboard.** Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions: <http://www.nsu.edu/elearning/firsttimeusers.html>

XII. University Statements

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Contact Information:

Coordinator, Accessibility Services (O.A.S.I.S.)

Location: James Bowser Building, Suite 121

Telephone: 757-823-2014

Fax: 757-823-2640

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from the University assessment activities will not be computed in student grades.

RUBRIC FOR WRITTEN SOCIAL WORK ASSIGNMENTS, PAPERS AND PROJECTS

Trait being evaluated	4	3	2	1	0
Level of response to all questions and relevant ideas	Paper includes thoughtful complete responses to all questions and relevant ideas	Paper covers all questions and relevant ideas	Paper covers most questions and relevant ideas	Paper covers less than 70% of the questions and relevant ideas	Paper covers less than 50% of the questions And relevant ideas

Organization of paper	Demonstrates superior organization, is professionally presented, with headings, a title page and APA style.	Demonstrates good organization and presentation, with headings, a title page and some evidence of APA style.	Demonstrates adequate organization and some use of APA style.	Demonstrates limited organization	Demonstrates no organization .
Key facts	Includes a full list of the key points related to the topic or issue	Includes a good list of the key points related to the topic or issue	Includes an adequate list of the key points related to the topic or issue	Includes a limited list of the key points related to the topic or issue	Includes little or no listing of the key points related to the topic or issue
Evidence of critical thinking	Includes a thoughtful, complete discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a good discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes an adequate discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a limited discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic	Includes very little discussion and analysis of the relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic
Implications, conclusions and future directions	Includes a full discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes a good discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes an adequate discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic	Includes a limited discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic includes a	Includes no discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic
Writing quality	Demonstrates superior writing quality with almost no errors in grammar, spelling, and punctuation. Paragraphs or bullet points and sentences are well developed and clear.	Demonstrates good writing quality with few errors in grammar, spelling, and punctuation. Paragraphs, or bullet points, and sentences are well developed.	Demonstrates adequate writing quality with no more than a few problems with grammar, spelling, and punctuation. Some lack of clarity.	Demonstrates limited writing quality with many problems with grammar, spelling, and punctuation	Demonstrates poor writing quality

Students Name _____ Points _____ Grade _____