

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

Semester and Year Fall 2022
Course Number, Title, Credit Hours SWK 697-90 Research Methods
Class Meetings: Asynchronous, 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: Wednesday 2pm-6:30pm 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 Online 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.**
2. **Demonstrate knowledge of the research process**
3. **Understand the influence of practice and policy of the research process**

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.**
2. **Think critically and appraise new information**
3. **Design and implement research process**

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.**
2. **Appreciate differences in practice and research**

CSWE definition: Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

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

Online 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 15-week structure curriculum with final exam week 13. **PLEASE NOTE FOR THIS COURSE THE WEEK BEGINS ON SUNDAY AND ENDS ON SATURDAY. ALL ASSIGNMENTS ARE DUE ON SATURDAYS AT 12NN**

Course Outlines

Module	Topics	Assigned Readings & Assignments	Assignments Due
1	Orientation to the course and MindTap What is research and why study research? What is the research process? Getting started with the reviewing the literature	Chapters 1, &3 review chapter 23 pages 553-565	Introductions and oriented to the course
2	Ethics and the US Census Block level data Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 3, 5 & 6	
3	Evidence-based practice (EBP) Review the literature Operationalization (measuring concepts) and conceptualization (defining Concepts) Problem Formation	Chapters 2, & 7, & 8	Two-page paper on your topic of interest Due September 10 at 12nn
4	An introduction of quantitative, qualitative, and mixed method research Overview of GIS navigation Introduction to Geographic Information System Accessing the web courses Accessing ArcGIS Online Getting Started with Mapping and Visualization Esri Training Web Course Exploring GIS Maps Esri Training Web Course	Chapter 4	Quiz 4
5	Introduction to Geographic Information System Exploring GIS Maps Esri Training Web Course	Continue	Continue
6	Topic Presentation and equity assignment	Topic Presentation	Topic Presentation
7	Measurement Using Maps as measurements tools Major data collection methods Data processing	Chapters 9	Quiz 9
8	Getting Information from a GIS Map How to Smart Map: Relationships (arcgis.com)		
9	Using GIS to Solve Problems Esri Training Web Course		
10	Population vs. sample Sampling Techniques Probability sampling Cluster sampling	Chapter 15	Quiz 15
11	Non-probability sampling	Chapter 15	
12	Survey Research and correlational research	Chapter 16	Quiz 16
13	Writing research reports	Chapter 23	
14	Telling Stories with GIS Maps		
15	Telling Stories with GIS Maps	Final Project Due	Final Project Due

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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](#).

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. Topic Presentation (10%)

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. It is an opportunity for you to receive peer-feedback on your topic

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

This Project-Based integrative learning assignment will build on student's prior knowledge and experiences to support new knowledge and develop a social justice project that address a social justice issue. Students will integrate knowledge of human behavior, social welfare policy, and methods of intervention to conduct a research project and present findings to the social work community.

Assignment #3. Quizzes (10%)

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

Assignment #4. GIS Lab assignments (30%)

Three lab assignments to be completed using ArcGIC

Benchmark Assignment #5 *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 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.*

Final Research paper (40) : Social workers are trained to provide invaluable services to marginalized populations and communities. Traditionally, social workers have used generalist practice methods to engage, assess, and provide interventions to a diversity of communities. These approaches have been the core of professional practice; however, incorporating technological tools such as Geographic Information Systems (GIS) can serve as a catalyst to enhance knowledge, practice, and research skills. Geographical information system (GIS) mapping is an innovative technology that uses spatial information to analyze a specific location. GIS can help social workers identify risk and protective factors of large communities in a short time making assessment of problems more efficient and effective. The course will incorporate GIS for conducting social work research. We will utilize GIS to map the social determinants of health of socially vulnerable communities. Using the GIS mapping, you will identify the

environmental risk of living in socially vulnerable communities discuss the implications for social work to include practice, research and policy implications.

The Benchmark Assignment is the Final. It is a 10–12-page research report. 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.

Assignment	Percentage of grade	Due date	Competencies	Dimensions
Topic Presentation	10%	Ongoing	Competencies 1, 2, 3, 4, 5	Knowledge, values, skills, cognitive & affective
Quizzes	10% Four quizzes (2.5%*4=10%)	See calendar	Competencies 1, 3, 4	Knowledge, values, skills, cognitive & affective
GIS Lab assignments	30% Three labs (10%* 3=30%)	See calendar	Competencies 1, 3, 4	Knowledge, values, skills, cognitive & affective
Equity assignment	10%	See calendar	Competencies 1, 3, 4	Knowledge, values, skills, cognitive & affective
BENCHMARK Assignment	40%	See calendar	Competencies 1, 3, 4	Knowledge, values, skills, cognitive & affective

IX. Criteria for Grading

	Percentage
Required Assignment (social justice Black Lives Matter Assignment)	10
Benchmark Assignment	40
Lab assignments	30
<u>Quizzes</u>	10
<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 few 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>

9. Statement on Face Mask Requirement: Protecting the health and safety of our community is every member's responsibility. Therefore, properly worn face masks that cover both the nose and mouth are required prior to entry into all academic areas, including classrooms, labs, studios, centers, and departmental suites. Students who are unable to wear a face mask due to medical reasons should contact the Office of Accessibility Services and International Student Services (O.A.S.I.S.) at 757-823-8325 to initiate the request for special accommodation. Notification to instructors of approved accommodations should be submitted in writing prior to the first-class session (or as soon thereafter as possible). Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Accordingly, no eating or drinking will be allowed in class. Students who do not comply with a request by an instructor to wear a mask and have not made an accommodation request through O.A.S.I.S. will be asked to leave class and may be subject to disciplinary actions.

Common Netiquette Rules

Communication in an online environment is different from communication in a physical setting. In an online environment, most communication takes place via written text. Because this means you are missing body language cues and immediate feedback from your listener, it is important to understand some common rules for good online etiquette (netiquette). This ensures that the message you intend to convey is received correctly. The following are some common netiquette rules:

1. **Be respectful.** It is important to remember that your classmates and professors are real people who are affected by the words you say and write. Students should be addressing professors by the appropriate title and addressing each other by name while being mindful of their written tone. Students should interact online politely, just as they would be expected to do in a physical classroom environment.
2. **Be mindful.** Students should be careful with humor and sarcasm. It is important to know the difference between being funny and being rude. Students should avoid using strong language and writing in all capital letters (shouting). Students should respect the privacy of others and avoid sharing personal or professional information about classmates. Students should respect diversity and opinions that differ from their own.
3. **Be professional.** Students should strive to look their best online. Using accurate information and proper language is expected of university students. Students should be able to justify their opinions and credit the ideas of others by citing or linking to scholarly resources. Students should avoid misinforming others when they may not know the answer to something; when they are providing a guess, they should clearly state that. Writing in a legible font, avoiding textspeak, and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions is unprofessional and disruptive.

Discussion Board Netiquette

In addition to using proper language, grammar, and spelling, students should observe the following netiquette rules in discussion boards:

1. **Read all other comments before posting.** Contribute by adding to the discussion, not by repeating in your own words what others have already posted. In addition, other students may have posted questions about the course or an assignment that have already been answered within the discussion board.
2. **Be clear and stay on topic.** Be clear about what you are saying so that it is not misunderstood. Read your words aloud before posting to test the clarity of your message.
3. **Be mindful of your tone.** The tone of messages in an academic environment should be polite and display respect for others. The use of sarcasm, profanity, and ALL CAPS (shouting) should be avoided.
4. **Be credible.** Do not mislead other students by providing information that might not be accurate. If your response is a guess, state that clearly. Be sure to give credit where it is due by citing sources, providing links, or crediting the ideas of other classmates.
5. **Respect diversity.** Online courses bring students together from all over the world. Recognize that others may have different cultural backgrounds and skill levels with writing in the English language. Treat others with respect, regardless of race, gender, religious beliefs, and sexual orientation. Be respectful when opinions differ from your own; if you disagree, do so in a polite manner.

Class Recordings

*We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use of Technology Resources Policy and Code of Student Conduct. A record of all meetings and recordings is kept and stored in accordance with these policies. Your instructor will not share recordings of your class activities except with course participants, including your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course.** Doing so may result in disciplinary action*

[Links GIS examples](#)

<https://www.esri.com/en-us/about/science/initiatives/social-science>

<https://www.esri.com/en-us/industries/health/overview>

<https://www.esri.com/en-us/industries/health/community>

Additional Course References

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

Semester and Year	Spring 2022
Course Num. /Title, Credit Hours	SWK-698-90-212 Research Methods II, 3 Credit
Class Meetings:	Virtually
Instructor Name:	Sharon T Alston
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335.10
Office Hours:	Virtual Mondays 10am-1pm; or by appointment.
Telephone Number:	757-823-2838 (office); 703-867-2885 (mobile)
E-mail Address:	stalston@nsu.edu
Course delivery method:	Online
NOTE:	Class starts on Tuesday, 01/18/2022.

***Masks are required to comply with the University mandate.**

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I. Course Description

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

II. Prerequisites and Co-Requisites A prerequisite course must be successfully completed before taking this course.

SWK697 is the prerequisite for this course. Computer literary and internet access are expected.

III. Course Rationale

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

IV. Course Goals and Learning Outcomes

This course addresses Council on Social Work (CSWE) 2015 core competencies

The objectives for the Undergraduate Social Work Program and this course are linked to the nine social work competencies outlined in the **Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS)**. **This course addresses Council on Social Work (CSWE) 2015 core competencies: 1, 2, 3, 4, 5, 6, 7, 8, & 9.**

Data from Benchmark Assignment are used to measure Competency 4.

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
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Competency 9: Evaluate practice with individuals, families, groups, organizations & communities

Competency 1:

***Demonstrate Ethical and Professional Behavior.* (Knowledge, Values, Skills, Cognitive & Affective)**

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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 inter-professional 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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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.

The primary Goals of this course are:

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 Cognitive and Affective processes which 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.
2. Demonstrate knowledge of the research process.
3. Understand the influence of practice and policy of the research process.
4. Differentiate between social justice, racism, discrimination, and oppression.

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.
2. Think critically and appraise empirical literature.
3. Design and implement research process.
4. Distinguish between different types of research designs in program evaluation.

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.
2. Appreciate differences in practice and research.
3. Appreciate differences in diversity and incorporate cultural competency.
4. Recognize the importance of conducting ethical research

Cognitive and Affective Processes:

By the end of the course students will demonstrate cognitive and affective processes in their ability to:

- 1, Demonstrate critical thinking skills by applying new concepts and skills into real program evaluations.
- 2, Demonstrate empathy and equity perspectives by looking into needs assessment processes and community evaluation.
- 3, Demonstrate the ability to incorporate inclusivity, diversity, and social justice perspectives in program evaluation.

V. Course Materials (Textbook)

Royce, D., Thyer, B., & Padgett, D. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach 6th edition.* Boston, MA: Cengage Learning. (E-book is available in Blackboard free of charge.)

American Psychological Association (2019). *Publication Manual of the American Psychological Association (7th ed.).* Washington, DC.

VI. Primary methods of Instruction: Online

Video micro lectures and presentations, discussions, and audio-visual material. To be successful in this online course you will need to be sure to have dedicated and concentrated time. The minimum amount of time per week needed for an online interactions, study and homework assignments is typically 2 hours a week for every credit hour. For this class three-hour course, it is expected that you spend 6 hours a week.

VII. 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 15-week structure curriculum

This is the outline for class weeks beginning on Sunday and ending on Saturdays. All assignments are due on Saturdays. See note about participation

Module	Week	Topics	Readings & Assignments
1	Jan18, 2022	Course orientation; Introduction of program evaluation; Types of evaluation, Purposes of evaluation, APA writing	Royce, Thyer & Padgett Chapters 1 & 14 Decisions about program to be evaluated
2	Jan 23, 2022	Ethical issues, Sampling, Stakeholders Sources of data	Royce, Thyer & Padgett Chapters 2 & 8 Finalize Decision about program to be evaluated
3	Jan 30, 2022	Qualitative, quantitative, mixed methods	Royce, Thyer & Padgett Chapter 4 Quiz #1
4	Feb 06, 2022	Needs assessment and Cost effectiveness, Cost analysis.	Royce, Thyer & Padgett Chapters 3 & 10
5	Feb 13, 2022	Formative evaluation; process evaluation SPSS introduction 1- summary statistics	Royce, Thyer & Padgett Chapter 5 Discussion post 1
6	Feb 20, 2022	Single system research designs; & Client satisfaction	Royce, Thyer & Padgett Chapters 6 & 7 Quiz #2
7	Feb 27, 2022	Experimental design; Random Control Trial (RCT) SPSS introduction 2- data management	Royce, Thyer & Padgett Chapters 9 <i>Due: lab assignment #1</i>
8	March 06, 2022	Quasi-experimental design; Group research design;	Royce, Thyer & Padgett Chapter 9
9	March 13, 2022	No class Spring Break 2022	Spring Break 2022
10	March 20, 2022	Social Justice Research Day	Due: Social justice assignment
11	March 27, 2022	SPSS introduction 3- SPSS graphs	Due: lab assignment #2 Discussion post 2
12	April 03, 2021	Measurement tools; SPSS introduction 4- bivariate analysis	Royce, Thyer & Padgett Chapters 11 & 12 Quiz #3
13	April 10, 2022	Use of participatory evaluation techniques, SPSS introduction 5- multivariate analysis	Royce, Thyer & Padgett Chapters 11 & 12 Due: lab assignment #3
14	April 17, 2022	Writing evaluation proposal, reports, and journal articles. SPSS introduction 6- multivariate analysis	Royce, Thyer & Padgett Chapter 14 Discussion post 3
15	April 24, 2022	Last class Wrap-up Benchmark Assignment Due Date: Saturday April 30 at 12:30pm	Due: Benchmark Assignment

	<i>In Blackboard.</i>	<i>Wednesday, April 27 on blackboard submission. No late submission.</i>
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VIII. 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.

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.

IX. Assignments-Evaluation and Assessment Methods

See below for details about all the course assignments.

Types of assignments	Percentage	Details
Social justice assignment	10%	<ul style="list-style-type: none"> This assignment is primarily related to competencies #1 And #3 and Social Justice i.e. Black Lives Matter Movement; e.g, Diversity; Systemic Inequality, etc. It accounts for 10% of course grade. This is a short description of social justice assignment. This Project-Based integrative learning assignment will build on student's prior knowledge and experiences to support new knowledge and develop a project that addresses a social justice issue of your choice. Students will integrate knowledge of human behavior, social welfare policy, and methods of intervention to conduct a needs assessment of families in the St. Paul quadrant of Norfolk or a similar community and present findings to the social work community. More information will be discussed.
Benchmark assignment	40%	<ul style="list-style-type: none"> 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 "B" for graduate students. This assignment comprises forty percent (40%) of the grade in this course. You risk passing the course without passing the Benchmark Assignment.

		<ul style="list-style-type: none"> Here is a short description of benchmark assignment. The complete description for the Benchmark Assignment will be distributed in early semester. The Benchmark Assignment is the final project. It is a research report of your program evaluation based on an empirical dataset. This assignment must follow the APA format. It 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. Exceptions will be evaluated on a case-by-case basis.
Additional assignments	50%	<ul style="list-style-type: none"> Quiz: three quizzes. Only multiple-choice questions and/or short answer questions. It comprises 20% of the grade. Lab assignments. Three lab assignments. Students will use SPSS to get hands-on experience on data management and data analysis. It comprises 20% of the grade. Class participation. You are expected to login to class weekly and participate in discussions and complete online exercises. Included are discussions and assignment activities See next page related to "A Note about Absences." It comprises 10% of the grade. Unless other wise stated all discussion post are due by 12noon on Wednesday of that week and responses to peers are due Saturday by 12noon

X. Criteria for Grading

	Percentage
Required Assignment (Social Justice Assignment)	10
Benchmark Assignment	40
Three Quizzes	20
Three Lab assignments	20
Participation	10
Total	100%

Please use Master Rubrics for grading of course individual and group assignments and for student participation.

Grading Scale (REQUIRED FOR ALL BSW AND MSW PROGRAM CLASSES)					
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

XI. 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:

Director: Dr. Beverly B. Harris
 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.

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:

The University expects students to attend all classes. 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 may not be successful in the course. If absences fall in emergency or reasonable extenuating circumstances, you must connect with your course professor for further instructions about your course standing. The note above addresses a 3 credit course that meets one time a week. A 3 credit course meeting 2 times a week equals Six (6) absences. A 3 credit course meeting 3 times a week equals Nine (9) absences. This matches the NSU attendance policy (#30-06) noting “not more than 20% of class meetings (excused or unexcused) may be missed by a student in a given semester. Students are responsible for any missed assignments/tasks.

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. They 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.

XIII. Online Platform Considerations

Common Netiquette Rules

Communication in an online environment is different from communication in a physical setting. In an online environment, most communication takes place via written text. Because this means you are missing body language cues and immediate feedback from your listener, it is important to understand some common rules for good online etiquette (netiquette). This ensures that the message you intend to convey is received correctly. The following are some common netiquette rules:

1. ***Be respectful.***

It is important to remember that your classmates and professors are real people who are affected by the words you say and write. Students should be addressing professors by the appropriate title and addressing each other by name while being mindful of their written tone. Students should interact online politely, just as they would be expected to do in a physical classroom environment.

2. ***Be mindful.***

Students should be careful with humor and sarcasm. It is important to know the difference between being funny and being rude. Students should avoid using strong language and writing in all capital letters (shouting). Students should respect the privacy of others and avoid sharing personal or professional information about classmates. Students should respect diversity and opinions that differ from their own.

3. ***Be professional.***

Students should strive to look their best online. Using accurate information and proper language is expected of university students. Students should be able to justify their opinions and credit the ideas of others by citing or linking to scholarly resources. Students should avoid misinforming others when they may not know the answer to something; when they are providing a guess, they should clearly state that. Writing in a legible font, avoiding textspeak, and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions is unprofessional and disruptive.

Discussion Board Netiquette

In addition to using proper language, grammar, and spelling, students should observe the following netiquette rules in discussion boards:

1. ***Read all other comments before posting.*** Contribute by adding to the discussion, not by repeating in your own words what others have already posted. In addition, other students may have posted questions about the course or an assignment that have already been answered within the discussion board.
2. ***Be clear and stay on topic.*** Be clear about what you are saying so that it is not misunderstood. Read your words aloud before posting to test the clarity of your message.
3. ***Be mindful of your tone.*** The tone of messages in an academic environment should be polite and display respect for others. The use of sarcasm, profanity, and ALL CAPS (shouting) should be avoided.
4. ***Be credible.*** Do not mislead other students by providing information that might not be accurate. If your response is a guess, state that clearly. Be sure to give credit where it is due by citing sources, providing links, or crediting the ideas of other classmates.
5. ***Respect diversity.*** Online courses bring students together from all over the world. Recognize that others may have different cultural backgrounds and skill levels with writing in the English language. Treat others with respect, regardless of race, gender, religious beliefs, and sexual orientation. Be respectful when opinions differ from your own; if you disagree, do so in a polite manner.

Class Recordings

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use of Technology Resources Policy and Code of Student Conduct. A record of all meetings and recordings is kept and stored in accordance with these policies. Your instructor will not share recordings of your class activities except with course participants, including your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Log-In Instructions:

1. Log in to MyNSU
2. Type your username. Your username is the local part of your NSU email address (up to, but not including the “@” sign). Please do not include the “@” symbol or the domain part. For example, if your email address is john.doe@spartans.nsu.edu, your user name is john.doe.
3. Type your password
4. Select the Blackboard icon to access your courses

Troubleshooting

What do I do if I can't log in to MyNSU?

- For questions or concerns about accessing MyNSU, please call NSU Client Services at 757-823-8678 or email clientservices@nsu.edu.

What do I do if I don't see my enrolled course listed under My Courses?

- Please contact your instructor to make sure the course has been made available. If the course has been made available, students should be able to see new registered courses 24 hours after registering.

Getting Technical Help and Support:

If you need Blackboard technical assistance, please email BBTechSupport@nsu.edu, or call toll free 1-844-266-4990, or Submit a Ticket. You may also access Blackboard help by visiting the [Blackboard Help Website](#) . When seeking Blackboard Technical assistance, please be prepared to provide the following information:

- First Name and Last Name
- Blackboard Username
- Contact Information—email address and telephone number
- Course ID w/ section number
- Brief description of request—Provide detailed and descriptive information.

Note: Blackboard may experience service outages between the hours of 2 a.m. and 6 a.m. on Fridays for scheduled system maintenance.

XIV. Additional Course References

To access SPSS, you can go to library or computer lab to access SPSS from NSU desktop computers. If you want to access to SPSS remotely, you can go to “Virtual Computer Lab.” Go to <https://www.nsu.edu/> search “virtual computer lab” or “A-Z” button. Website: <https://vcl.nsu.edu/index.php>

Secondary Data Source - About ICPSR at University of Michigan

Question: Where to download a dataset for the empirical data analysis?

Answer: ICPSR is a good place to navigate. ICPSR = Interuniversity Consortium for Political and Social Research from University of Michigan. You must register first. Below is the link.

Website: <https://www.icpsr.umich.edu/>

HELPFUL LINKS

Selected Social Work Journals (note: some are OPEN ACCESS)

Children and Youth Service Review	Social Service Review
Research on Social Work Practice	Social Work Research
Journal of Social Service Research	Social Work
Journal of Social Work Education	Child Maltreatment
Journal of Social Work Research	Child Abuse & Neglect
Journal of Sociology and Social Welfare	Criminology
Journal of Personality and Social Psychology	Contemporary Clinical Trials
Journal of Economic Perspective	Demography
American Journal of Health Promotion	Developmental Psychology
American Journal of Public Health	Diabetes Care
American Journal of Sociology	Ethnicity and Health
American Journal of Drug and Alcohol Abuse	Evaluation and Program Planning
International Journal of Environmental Research and Public Health	Family relations
International Journal of Geriatric Psychiatry	Families in Society
International Journal of Psychology	Health & Social Work
Journal of Human Behavior in the Social Environment	Mental Health, Religion & Culture
Journal of Multicultural Counseling and Development	Psychiatric Services
Journal of Population Economics	Review of Religious Research
Journal of Personalized Medicine	Race Ethnicity and Education
Journal of Marriage and Family	Sociological Perspectives
Journal of Consulting and Clinical Psychology	Suicide and Life-Threatening Behavior
Journal of Community Health	Journal of Adolescent Health
American Journal of Community Psychology	Journal of Addictive Behaviors
American Journal of Psychiatry	Journal of Evaluation in Clinical Practice
American Journal of Evaluation	Journal of Family Issues
Journal of Human Resource	Journal of Poverty
Journal of Gerontology	Journal of Religion and Health
Journal of Social Issues	Journal of Women and Social Work

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

Semester and Year Spring 2022
Course Num. /Title, Credit Hours SWK-698-03-212 Research Methods II, 3 Credit
Class Meetings: Wednesday, 1:00PM-4:00PM in Nursing Building 218
Instructor Name: **Sharon T Alston**
Department: The Ethelyn R. Strong School of Social Work
Office Location: Brown Memorial Hall, Rm. 335.10
Office Hours: Tuesday, noon-2pm Wednesday ; virtual office hour.
By appointment.
Telephone Number: 757-823-2838 (office); 703-867-2885 (mobile)
E-mail Address: stalston@nsu.edu
Course delivery method: Face-to-Face
NOTE: Class starts on Tuesday, 01/18/2022.

***Masks are required to comply with the University mandate.**

University Face Mask Requirement: Protecting the health and safety of our community is every member's responsibility. Therefore, properly worn face masks that cover both the nose and mouth are required prior to entry into all academic areas, including classrooms, labs, studios, centers, and departmental suites. Students who are unable to wear a face mask due to medical reasons should contact the Office of Accessibility Services and International Student Services (O.A.S.I.S.) at 757-823-8325 to initiate the request for special accommodation. Notification to instructors of approved accommodations should be submitted in writing prior to the first-class session (or as soon thereafter as possible). Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Accordingly, no eating or drinking will be allowed in class. Students who do not comply with a request by an instructor to wear a mask and have not made an accommodation request through O.A.S.I.S. will be asked to leave class and may be subject to disciplinary actions.

I. Course Description

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

II. Prerequisites and Co-Requisites A prerequisite course must be successfully completed before taking this course.

SWK697 is the prerequisite for this course. Computer literary and internet access are expected.

III. Course Rationale

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

IV. Course Goals and Learning Outcomes

This course addresses Council on Social Work (CSWE) 2015 core competencies

The objectives for the Undergraduate Social Work Program and this course are linked to the nine social work competencies outlined in the **Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS)**. **This course addresses Council on Social Work (CSWE) 2015 core competencies: 1, 2, 3, 4, 5, 6, 7, 8, & 9.**

Data from Benchmark Assignment are used to measure Competency 4.

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

Competency 1:

***Demonstrate Ethical and Professional Behavior.* (Knowledge, Values, Skills, Cognitive & Affective)**

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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 inter-professional 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. (Knowledge, Values, Skills, Cognitive & Affective)

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. (Knowledge, Values, Skills, Cognitive & Affective)

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.

The primary Goals of this course are:

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 Cognitive and Affective processes which 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.
2. Demonstrate knowledge of the research process.
3. Understand the influence of practice and policy of the research process.
4. Differentiate between social justice, racism, discrimination, and oppression.

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.
2. Think critically and appraise empirical literature.
3. Design and implement research process.
4. Distinguish between different types of research designs in program evaluation.

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.
2. Appreciate differences in practice and research.
3. Appreciate differences in diversity and incorporate cultural competency.
4. Recognize the importance of conducting ethical research

Cognitive and Affective Processes:

By the end of the course students will demonstrate cognitive and affective processes in their ability to:

- 1, Demonstrate critical thinking skills by applying new concepts and skills into real program evaluations.
- 2, Demonstrate empathy and equity perspectives by looking into needs assessment processes and community evaluation.
- 3, Demonstrate the ability to incorporate inclusivity, diversity, and social justice perspectives in program evaluation.

V. Course Materials (Textbook)

Royce, D., Thyer, B., & Padgett, D. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach 6th edition*. Boston, MA: Cengage Learning. (E-book is available in Blackboard free of charge.)

American Psychological Association (2019). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC.

VI. Primary methods of Instruction: Face-to-Face

Class lectures and presentations, discussions, team project, case presentations, and audio-visual material.

VII. 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 15 week structure curriculum with final exam week 16.

*This is the outline for class on **Wednesday in 2022.***

Week	Meeting date	Topics	Readings & Assignments
1	Jan19, 2022	Course orientation; Introduction of program evaluation; Types of evaluation Purposes of evaluation APA writing	Royse, Thyer & Padgett Chapters 1 & 14 Discussion about program to be evaluated
2	Jan 26, 2022	Ethical issues Sampling Stakeholders Sources of data	Royse, Thyer & Padgett Chapters 2 & 8 Finalized decision about program to be evaluated
3	Feb 02, 2022	Qualitative, quantitative, mixed methods	Royse, Thyer & Padgett Chapter 4 Quiz #1
4	Feb 09, 2022	Needs assessment and Cost effectiveness, Cost analysis.	Royse, Thyer & Padgett Chapters 3 and 10
5	Feb 16, 2022	Formative evaluation; process evaluation SPSS introduction 1- summary statistics	Royse, Thyer & Padgett Chapter 5 Logic models
6	Feb 23, 2022	Single system research designs; & Client satisfaction	Royse, Thyer & Padgett Chapters 6 & 7 Quiz #2
7	March 07, 2022	Experimental design; Random Control Trial (RCT) SPSS introduction 2- data management	Royse, Thyer & Padgett Chapters 9 Due: lab assignment #1
8	March 09, 2022	Quasi-experimental design; Group research design; SPSS introduction 2- summary statistics	Royse, Thyer & Padgett Chapter 9

9	March 16, 2022	No class Spring Break 2022	<i>Spring Break 2022</i>
10	March 23, 2022	Social Justice Research Day	Due: Social justice assignment
11	March 30, 2022	SPSS introduction 3- SPSS graphs	<i>Due: lab assignment #2</i>
12	April 06, 2021	Measurement tools; SPSS introduction 4- bivariate analysis	Royse, Thyer & Padgett Chapters 11 & 12 <i>Quiz #3</i>
13	April 13, 2022	Use of participatory evaluation techniques, SPSS introduction 5- multivariate analysis	Royse, Thyer & Padgett Chapters 11 & 12 Due: lab assignment #3
14	April 20, 2022	Writing evaluation proposal, reports, and journal articles. SPSS introduction 6- multivariate analysis	Royse, Thyer & Padgett Chapter 14
15	April 27, 2022	<i>Last class Wrap-up Benchmark Assignment Due Date: Wednesday, April 27 at 11:59pm In Blackboard.</i>	<i>Due: Benchmark Assignment Wednesday, April 27 a hard copy and blackboard submission. No late submission. No email submission.</i>

VIII. 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.

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.

IX. Assignments-Evaluation and Assessment Methods

See below for details about all the course assignments.

Types of assignments	Percentage	Details

Social justice assignment	10%	<ul style="list-style-type: none"> • This assignment is primarily related to competencies #1 And #3 and Social Justice i.e. Black Lives Matter Movement; e.g, Diversity; Systemic Inequality, etc. • It accounts for 10% of course grade. • This is a short description of social justice assignment. This Project-Based integrative learning assignment will build on student’s prior knowledge and experiences to support new knowledge and develop a project that addresses a social justice issue of your choice. Students will integrate knowledge of human behavior, social welfare policy, and methods of intervention to conduct a research project and present findings to the social work community.
Benchmark assignment	40%	<ul style="list-style-type: none"> • 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 “B” for graduate students. • This assignment comprises forty percent (40%) of the grade in this course. • You risk passing the course without passing the Benchmark Assignment. • Here is a short description of benchmark assignment. The complete description for the Benchmark Assignment will be distributed in early semester. The Benchmark Assignment is the final project. It is a research report of your program evaluation based on an empirical dataset. This assignment must follow the APA format. It 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. Exceptions will be evaluated on a case-by-case basis.
Additional assignments	50%	<ul style="list-style-type: none"> • Quiz: three quizzes. Only multiple-choice questions and short answer questions. It comprises 20% of the grade. • Lab assignments. Three lab assignments. Students will use SPSS to get hands-on experience on data management and data analysis. It comprises 20% of the grade. • Class participation. You are expected to attend class and participate in discussions and complete in-class exercises. See next page related to “A Note about Absences.” It comprises 10% of the grade.

X. Criteria for Grading

	Percentage
Required Assignment (Social Justice Assignment)	10
Benchmark Assignment	40
Three Quizzes	20
Three Lab assignments	20
Participation	10
Total	100%

Please use Master Rubrics for grading of course individual and group assignments and for student participation.

Grading Scale (REQUIRED FOR ALL BSW AND MSW PROGRAM CLASSES)					
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

XI. 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:

Director: Dr. Beverly B. Harris
 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.

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:

The University expects students to attend all classes. 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 may not be successful in the course. If absences fall in emergency or reasonable extenuating circumstances, you must connect with your course professor for further instructions about your course standing. The note above addresses a 3 credit course that meets one time a week. A 3 credit course meeting 2 times a week equals Six (6) absences. A 3 credit course meeting 3 times a week equals Nine (9) absences. This matches the NSU attendance policy (#30-06) noting “not more than 20% of class meetings (excused or unexcused) may be missed by a student in a given semester. Students are responsible for any missed assignments/tasks.

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. They 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.

XIII. Online Platform Considerations

Common Netiquette Rules

Communication in an online environment is different from communication in a physical setting. In an online environment, most communication takes place via written text. Because this means you are missing body language cues and immediate feedback from your listener, it is important to understand some common rules for good online etiquette (netiquette). This ensures that the message you intend to convey is received correctly. The following are some common netiquette rules:

1. Be respectful.

It is important to remember that your classmates and professors are real people who are affected by the words you say and write. Students should be addressing professors by the appropriate title and addressing each other by name while being mindful of their written tone. Students should interact online politely, just as they would be expected to do in a physical classroom environment.

2. Be mindful.

Students should be careful with humor and sarcasm. It is important to know the difference between being funny and being rude. Students should avoid using strong language and writing in all capital letters (shouting). Students should respect the privacy of others and avoid sharing personal or professional information about classmates. Students should respect diversity and opinions that differ from their own.

3. Be professional.

Students should strive to look their best online. Using accurate information and proper language is expected of university students. Students should be able to justify their opinions and credit the ideas of others by citing or linking to scholarly resources. Students should avoid misinforming others when they may not know the answer to something; when they are providing a guess, they should clearly state that. Writing in a legible font, avoiding textspeak, and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions is unprofessional and disruptive.

Discussion Board Netiquette

In addition to using proper language, grammar, and spelling, students should observe the following netiquette rules in discussion boards:

1. **Read all other comments before posting.** Contribute by adding to the discussion, not by repeating in your own words what others have already posted. In addition, other students may have posted questions about the course or an assignment that have already been answered within the discussion board.
2. **Be clear and stay on topic.** Be clear about what you are saying so that it is not misunderstood. Read your words aloud before posting to test the clarity of your message.
3. **Be mindful of your tone.** The tone of messages in an academic environment should be polite and display respect for others. The use of sarcasm, profanity, and ALL CAPS (shouting) should be avoided.
4. **Be credible.** Do not mislead other students by providing information that might not be accurate. If your response is a guess, state that clearly. Be sure to give credit where it is due by citing sources, providing links, or crediting the ideas of other classmates.

5. **Respect diversity.** Online courses bring students together from all over the world. Recognize that others may have different cultural backgrounds and skill levels with writing in the English language. Treat others with respect, regardless of race, gender, religious beliefs, and sexual orientation. Be respectful when opinions differ from your own; if you disagree, do so in a polite manner.

Class Recordings

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use of Technology Resources Policy and Code of Student Conduct. A record of all meetings and recordings is kept and stored in accordance with these policies. Your instructor will not share recordings of your class activities except with course participants, including your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Log-In Instructions:

1. Log in to MyNSU
2. Type your username. Your username is the local part of your NSU email address (up to, but not including the “@” sign). Please do not include the “@” symbol or the domain part. For example, if your email address is john.doe@spartans.nsu.edu, your user name is john.doe.
3. Type your password
4. Select the Blackboard icon to access your courses

Troubleshooting

What do I do if I can't log in to MyNSU?

- For questions or concerns about accessing MyNSU, please call NSU Client Services at 757-823-8678 or email clientservices@nsu.edu.

What do I do if I don't see my enrolled course listed under My Courses?

- Please contact your instructor to make sure the course has been made available. If the course has been made available, students should be able to see new registered courses 24 hours after registering.

Getting Technical Help and Support:

If you need Blackboard technical assistance, please email BBTechSupport@nsu.edu, or call toll free 1-844-266-4990, or Submit a Ticket. You may also access Blackboard help by visiting the [Blackboard Help Website](#) . When seeking Blackboard Technical assistance, please be prepared to provide the following information:

- First Name and Last Name
- Blackboard Username
- Contact Information—email address and telephone number
- Course ID w/ section number
- Brief description of request—Provide detailed and descriptive information.

Note: Blackboard may experience service outages between the hours of 2 a.m. and 6 a.m. on Fridays for scheduled system maintenance.

XIV. Additional Course References

To access SPSS, you can go to library or computer lab to access SPSS from NSU desktop computers. If you want to access to SPSS remotely, you can go to “Virtual Computer Lab.” Go to <https://www.nsu.edu/> search “virtual computer lab” or “A-Z” button. Website: <https://vcl.nsu.edu/index.php>

Secondary Data Source - About ICPSR at University of Michigan

Question: Where to download a dataset for the empirical data analysis?

Answer: ICPSR is a good place to navigate. ICPSR = Interuniversity Consortium for Political and Social Research from University of Michigan. You must register first. Below is the link.

Website: <https://www.icpsr.umich.edu/>

HELPFUL LINKS

Selected Social Work Journals (note: some are OPEN ACCESS)

Children and Youth Service Review	Social Service Review
Research on Social Work Practice	Social Work Research
Journal of Social Service Research	Social Work
Journal of Social Work Education	Child Maltreatment
Journal of Social Work Research	Child Abuse & Neglect
Journal of Sociology and Social Welfare	Criminology
Journal of Personality and Social Psychology	Contemporary Clinical Trials
Journal of Economic Perspective	Demography
American Journal of Health Promotion	Developmental Psychology
American Journal of Public Health	Diabetes Care
American Journal of Sociology	Ethnicity and Health
American Journal of Drug and Alcohol Abuse	Evaluation and Program Planning
International Journal of Environmental Research and Public Health	Family relations
International Journal of Geriatric Psychiatry	Families in Society
International Journal of Psychology	Health & Social Work
Journal of Human Behavior in the Social Environment	Mental Health, Religion & Culture
Journal of Multicultural Counseling and Development	Psychiatric Services
Journal of Population Economics	Review of Religious Research
Journal of Personalized Medicine	Race Ethnicity and Education
Journal of Marriage and Family	Sociological Perspectives
Journal of Consulting and Clinical Psychology	Suicide and Life-Threatening Behavior
Journal of Community Health	Journal of Adolescent Health
American Journal of Community Psychology	Journal of Addictive Behaviors
American Journal of Psychiatry	Journal of Evaluation in Clinical Practice
American Journal of Evaluation	Journal of Family Issues
Journal of Human Resource	Journal of Poverty
Journal of Gerontology	Journal of Religion and Health
Journal of Social Issues	Journal of Women and Social Work

