

Syllabi for 2021 Spring and Fall

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

Semester and Year	Spring 2021
Course Number, Title, Credit Hours	SWK-698-77D Research Methods II, 3 Credit
Class Meetings:	Tuesday 6:300pm-9:30pm, Virtually
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335.10
Office Hours:	Virtual office hour. By appointment.
Telephone Number:	757-823-2838 (office); 703-867-2885 (mobile)
E-mail Address:	stalston@nsu.edu
Course delivery method:	Synchronous meeting via Blackboard Collaborate

***Masks and social distancing are required to comply with the University mandate.**

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

NSU description: The course rationale communicates to students and faculty the location of the course in the curriculum. Provide a rationale for general education courses. Identify general education outcomes addressed by the course as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application). Provide a rationale for required program core courses. Identify related program outcomes as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application). If applicable, identify professional training standards, certification standards, accreditation guidelines, licensure requirements, and/or the basis for the requirement.

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.

IV. Course Goals and Learning Outcomes

This course addresses Council on Social Work (CSWE) 2015 core competencies 1, 3, & 4.

The objectives for the Undergraduate and Graduate Social Work Program courses 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).

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.

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.
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

V. Course Materials (Textbook)

Royce, D., Thyer, B., & Padget, 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:

Class lectures and discussions, 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.

Course Outlines

Week	Course date	Topics	Readings & Assignments
1	Feb 2 2021	Course orientation and Review of Ethical Issues in Program Evaluation Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency, variables, hypothesis, population, samples, and sampling	Chapters 1 & 2 Research Questions, Review chapter 8
2	Feb 9, 2021	Needs Assessment	Chapters 3
3	Feb 16, 2021	Needs Assessment	Chapters 3 and 14
4	Feb. 23, 2021	Interview with agency staff	
5	March 2, 2021	What Are Formative and Process Evaluation?	Chapter 5
6	March 9 2021	What Are Formative and Process Evaluation?	Chapter 5
7	March 16, 2021	Client satisfaction	Chapter 7
8	March 23, 2021	Project and Pragmatic Issues	Chapter 13 and 14
9	March 30, 2021	Experimental Research Designs	Chapter 9
10	April 6, 2021	Experimental Research Designs	Chapter 9
11	April 13 2021	Working class Data Analysis reporting t-Test	Data Analysis
12	April 20 , 2021	Data Analysis reporting Correlations	Data Analysis
13	April 27, 2021	Working session	
15	May 4, 2021 Last class	Presentation to Executive Director	
		Writing Evaluation Proposals, Reports, and Journal Articles	Final Paper May 7 online and hardcopy Chapter 14

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

Assignment #1. Needs Assessment (20%) To be discussed in class.

Assignment #2. Final Research Program Evaluation (40%)

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

Assignment # 3– Presentation 20%

Assignment #4 Assignment related to competencies #1 And #3 and Social Justice 10%

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.

Class Participation (10%) of your grade is class participation. In order for you to participate in the class discussion, you must be present. 10% of your grade is class participation. For you to participate in the class discussion, you must be present. In addition, a part of this grade is class exercises, homework assignments and blackboard discussions. Class participation goes beyond repeating course readings and involves a synthesis of knowledge to extend the conversation to the creation of new information to contribute to the discussion. Participation that distracts from the classroom conversation is prohibited i.e. side conversations.

IX. Criteria for Grading

	Percentage
Required Assignment (social justice Assignment)	10
Benchmark Assignment	40
Needs Assessment	20
Presentation	20
Participation	10
Total	100%

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

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: 757-823-2009/8325

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.

XI. 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.**

2. Class participation/professionalism.

Professional conduct and attire expected during classroom meetings (face-to-face, remote and recording). Students should identify themselves and remain on camera as requested by the instructor. This ensures active engagement in the course.

Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social work practitioners. Practice classes are conducted and taught in

an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as they relate to individuals. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in class activities, contributions, Blackboard Forum discussions, Blackboard Collaborate Ultra participation, and/or role-playing.

3. ***Professional conduct and civility in the classroom.*** A course brings together a group of diverse individual students with various backgrounds and experiences.-all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others. The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.
4. ***Electronics in Classroom.*** Cell phone use, including calls and texting, is **not allowed** during class time. **Please turn off cell phones and put them away.** If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to participate. If you continue to engage in non-class-related work in class, you will be marked as absent. See Blackboard attachment for specific related to technology use.
5. ***Classroom confidentiality.*** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics related to Educational Supervision and is also protected by regulations of the Family Educational Rights and Privacy Act (FERPA). As such, sharing this information with individuals outside of the educational context is **not permitted.**
6. ***Course assignments are required.*** Students are responsible for completing the course assignments according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted **after** the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. **Details of the APA style are in the Publication Manual of the American Psychological Association, 7th Edition.**
7. ***Academic Integrity.*** All written work should reflect graduate level use of grammar, spelling and

organization of material. Students whose work does not meet graduate level writing quality will be required to consult with the NSU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

8. **Blackboard.** Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication.

XII. Online Platform Considerations

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.

Statement on 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 Technological Resources Policy, and Student Code of Conduct. A record of all meetings and recordings—regardless of platform—is kept and stored by ____ in accordance with the Acceptable Use of Technological Resources Policy and FERPA. Your instructor will not share recordings of your class activities **except with** course participants, including fellow students, TAs, GAs, Mentors, guest faculty or community partners or NSU personnel when deemed appropriate. Students may not record virtual meetings on their own. Students may not share recordings outside of this course. Doing so may result in disciplinary action.

XIII. Additional Course References

Virtual SPSS Access

Q: Where can I get access to SPSS?

A: You can go to library or computer lab in the classroom. If you want to access to SPSS remotely, you can go to “Virtual Computer Lab.”

Go to 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 have to 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 2021
Course Number, Title, Credit Hours	SWK-698-77C Research Methods II, 3 Credit
Class Meetings:	1:00pm-4:00pm, Virtually
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335.10
Office Hours:	Virtual office hour. By appointment.
Telephone Number:	757-823-9037 (office); 703-867-2885 (mobile)
E-mail Address:	stalston@nsu.edu
Course delivery method:	Synchronous meeting via Blackboard Collaborate

***Masks and social distancing are required to comply with the University mandate.**

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

NSU description: The course rationale communicates to students and faculty the location of the course in the curriculum. Provide a rationale for general education courses. Identify general education outcomes addressed by the course as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application).

Provide a rationale for required program core courses. Identify related program outcomes as well as the level at which the outcomes are addressed (introduction, emphasis, reinforcement, and/or application). If applicable, identify professional training standards, certification standards, accreditation guidelines, licensure requirements, and/or the basis for the requirement.

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.

IV. Course Goals and Learning Outcomes

This course addresses Council on Social Work (CSWE) 2015 core competencies 1, 3, & 4.

The objectives for the Undergraduate and Graduate Social Work Program courses 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).

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.

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.
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

V. Course Materials (Textbook)

Royce, D., Thyer, B., & Padget, 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:

Class lectures and discussions, 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.

Course Outlines

Week	Course date	Topics	Readings & Assignments
1	Jan 27 2021	Course orientation and Review of Ethical Issues in Program Evaluation Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency, variables, hypothesis, population, samples, and sampling	Chapters 1 & 2 Research Questions, Review chapter 8
2	Feb 3, 2021	Needs Assessment	Chapters 3
3	Feb 10, 2021	Needs Assessment	Chapters 3 and 14
4	Feb. 17, 2021	Interview with agency staff	
5	Feb 24, 2021	What Are Formative and Process Evaluation?	Chapter 5
6	March 3 2021	No Class	Needs assessment due
7	March 10, 2021	What Are Formative and Process Evaluation? Client satisfaction	Chapter 5 and Chapter 7
8	March 17, 2021	Project and Pragmatic Issues	Chapter 13 and 14
9	March 24, 2021	Experimental Research Designs	Chapter 9
10	March 31, 2021	Experimental Research Designs	Chapter 9
11	April 7 2021	No Class	
12	April 14 , 2021	Working class Data Analysis reporting t-Test	
13	April 21, 2021	Data Analysis reporting Correlations	Data Analysis
14	April 28, 2021		Data Analysis
15	May 5, 2021 Last class	Presentation to Executive Director	
		Writing Evaluation Proposals, Reports, and Journal Articles	Final Paper May 8 online and hardcopy Chapter 14

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

Assignment #1. Needs Assessment (20%) To be discussed in class.

Assignment #2. Final Research Program Evaluation (40%)

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

Assignment # 3– Presentation 20%

Assignment #4 Assignment related to competencies #1 And #3 and Social Justice 10%

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.

Class Participation (10%) of your grade is class participation. In order for you to participate in the class discussion, you must be present. 10% of your grade is class participation. For you to participate in the class discussion, you must be present. In addition, a part of this grade is class exercises, homework assignments and blackboard discussions. Class participation goes beyond repeating course readings and involves a synthesis of knowledge to extend the conversation to the creation of new information to contribute to the discussion. Participation that distracts from the classroom conversation is prohibited i.e. side conversations.

IX. Criteria for Grading

	Percentage
Required Assignment (social justice Assignment)	10
Benchmark Assignment	40
Needs Assessment	20
Presentation	20
Participation	10
Total	100%

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

XIV. 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: 757-823-2009/8325

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.

XV. Academic Integrity Standards and Classroom Policies

9. 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.**

10. *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.

11. ***Professional conduct and civility in the classroom.*** A course brings together a group of diverse individual students with various backgrounds and experiences.-all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others. The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.
- 12.***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.
13. ***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.**
14. ***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.**
15. ***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.

16. **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.

XVI. Online Platform Considerations

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.
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.

Statement on 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 Technological Resources Policy, and Student Code of Conduct. A record of all meetings and recordings—regardless of platform—is kept and stored by ____ in accordance with the Acceptable Use of Technological Resources Policy and FERPA. Your instructor will not share recordings of your class activities **except with** course participants, including fellow students, TAs, GAs, Mentors, guest faculty or community partners or NSU personnel when deemed appropriate. Students may not record virtual meetings on their own. Students may not share recordings outside of this course. Doing so may result in disciplinary action.

XVII. Additional Course References

Virtual SPSS Access

Q: Where can I get access to SPSS?

A: You can go to library or computer lab in the classroom. If you want to access to SPSS remotely, you can go to “Virtual Computer Lab.”

Go to 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 have to 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	Fall 2021
Course Number, Title, Credit Hours	SWK 675 Social Work Profession
Class Meetings:	Wednesday 900pm-12:00pm, Nursing & Gen Ed Building, Room 118
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335-02
Office Hours:	Tuesday 4:45pm-6:45pm 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

Profession Concurrent enrollment: SWK 690A & SWK 693A. This course emphasizes the knowledge, values, and skills needed to engage in foundational social work practice. The course explores the history of social work and contemporary strengths of the social work profession. Students learn to apply social work values and ethics to interventions with individuals, families, and communities guided by cultural competence and social justice, with particular focus on African American clients. This is a Blackboard enhanced course. The course delivery method is in-person. This is a BLACKBOARD enhanced course.

Prerequisites and Co-Requisites Co-requisites- SWK 690A & SWK 693A

II. Course Rationale

This course is a foundation course designed to introduce students to the profession of social work, its mission, values and ethics. Student are exposed to the concept of generalist practice and the various client systems: micro, mezzo and macro. Students will learn to critically analyze human rights and social justice issues and identify micro, mezzo and micro level interventions. This course addresses Council on Social Work (CSWE) 2015 core competencies 1, 2, 3, 6 &7.

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

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate

engagement with clients and constituencies, including individuals, families, groups, organizations, and communities Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice 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

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. Gain knowledge of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination that have historically shaped and defined the field of social welfare and the profession of social work.
3. By integrating multiple sources of knowledge, demonstrate critical thinking as a means to understand generalist social work practice and to describe the various roles by social workers as change agents at the micro, mezzo and macro levels.
4. Demonstrate professional demeanor including interpersonal skills and empathy in behavior,

appearance, and communication, beginning capacity of collecting and organizing client's data as well as effective oral and written communication.

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
4. Recognize and communicate their understanding of the importance of difference in shaping life experiences and understand the generalist approach within a strengths-based, ecological perspective, and transcultural perspective working with people from various cultural backgrounds.

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

DuBois, B. & Miley, K. K. (2013). *Social Work: An Empowering Profession*, (9th ed.) Boston: Allyn and Bacon. ISBN-13: 978-0-205-84894-2

Supplemental Reading

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th Ed.). Washington, DC: American Psychological Association. ISBN-13:978-1433805615

V. Primary methods of Instruction

Face to face instructions Class lectures and discussions, and audio-visual material.

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

VI. COURSE SCHEDULE

Note: The schedule is subject to change at the discretion of the instructor or depending on the progress of the class.

<u>Week</u>	<u>Course Date</u>	<u>Topics</u>	<u>Readings & Assignments</u>
1	Sept 1	Course orientation, Introductions, A Helping Profession	Chapter 1
2	Sept 8	An Evolving Profession	Chapter 2
3	Sept 15	Social Systems	Chapter 3
4	Sept 22	Social Service Delivery Systems	Chapter 4 https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English NASW Code of Ethics Read Preamble, Purpose, and Ethical Principles and Standards
5	Sept 29	Values & Ethics	Chapter 5
6	Oct 6	Human Rights and Social Justice	Chapter 6
7	Oct 13	Diversity and Social Work	Chapter 7 Toward a Cultural Competence Measure for Social Work with Specific Populations
8	Oct 20	Empowerment, Social Work Practice	Chapter 8 **FALL BREAK Oct. 12- Oct 22, 2021
9	Oct 27	Social Work Functions and Roles	Chapter 9
10	Nov 3	Social Work & Social Policy	Chapter 10 https://www.americanimmigrationcouncil.org/research/dream-act-daca-and-other-policies-designed-protect-dreamers Dream Act and DACA Policy https://www.ssa.uchicago.edu/social-workers-and-protection-immigrant-and-refugee-rights Social Workers and the Protection of Immigrant and Refugee Rights https://mswcareers.com/social-work-with-immigrants/ Social Workers guide to undocumented immigrants
11	Nov 10	Poverty and Homelessness	Chapter 11 https://pdfs.semanticscholar.org/1f9a/1e8a2fc8abbf440c0e93c3b58338aed7090c.pdf

<u>Week</u>	<u>Course Date</u>	<u>Topics</u>	<u>Readings & Assignments</u>
12	Nov 17	Health, Rehabilitation and Mental Health	Chapter 12 TBA
13	Nov 24	Families & Youth	Chapter 13 **Assignment #5 Benchmark Assignment-Case Study due 11:59 Thanksgiving Break Nov 25-28, 2021
14	Dec 1	Adult & Aging Services	Chapter 14 TBA
15	Dec 3-7	Exam Week	This schedule may change due to environmental conditions.

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. (20%) Group Project

An important focus of this course is to explore diversity within the field of social work. As a group (2-3 students), you will create a presentation that focuses on an area of social work. You may select one the following areas of study: This assignment reflects competencies 1 and 2.

- Child Welfare
- School Social Work
- Hospice
- Hospital Social Work
- Disability Services
- Military Social Work
- Criminal Justice
- Immigration

The group will have 30 minutes to present the findings to the class (Use of PowerPoint or other media is required) and must include the following:

- The population served
- The setting you will find these social workers
- Educational level
- Types of activities these social workers perform
- How does the social worker engage in micro, mezzo, and macro practice?
- What ethical trends do you think they might encounter?
- What social work values might they adhere to.

Points will be deducted for either taking too little or too much time. This is a group project. It must be apparent to the instructor that all team members participated equally in the research and presentation of the project. Again, each group will have 15 minutes for the presentation. I will stop you after 15 minutes whether or not you are finished. If you go past your time, this will affect your grade for the assignment.

You are expected to dress and present in a professional manner for all presentations in The Ethelyn R. Strong School of Social Work. One part of your grade will be professionalism in presenting. Presentations must be presented on the date assigned. Failure to present will result in a zero grade. Tardiness for a presentation will result in the deduction of one letter grade. If you have any questions about what this means, please ask me.

Assignment #2 –Inclusivity, Diversity, Social Justice and Systemic Equity:10%

As part of the Group Project, please discuss how the concepts of Inclusivity, Diversity, Social Justice and Systemic Equity affect or is actualized with the area of practice and what is the role of the social worker.

Assignment #3. Group Presentation Ethics (20%)

Group 1: Ethical Responsibilities to Clients

Group 2: Ethical Responsibilities to Colleagues

Group 3: Ethical Responsibilities in Practice Settings

Group 4: Ethical Responsibilities as Professionals

Group 5: Ethical Responsibilities to the Social Work Profession and to the Broader Society

In groups of 2 students, each group will select an ethical issue from the NASW Code of Ethics. Groups will prepare a 45-minute workshop on the topic to include:

1. A pre and post-test
 - Presenters will give participants a 6-10 item pre-test and post-test on the topic in order to determine if participants have gained knowledge and if objectives have been achieved.
 - Mean scores on the pre-test and post-test should be reported out to all participants at the end of the workshop.
2. Annotated bibliography of 10 readings on the issue/topic to share with the class.
3. Brochure or other handout outlining key points of the issue and at least two of the following:
 - Results from interviews with students and/or professionals about the issue/topic
 - Comparison of how two professions deal with the issue/topic
 - An alternative principle for the Code of Ethics (social work or other discipline)
4. An experiential component and class discussion – engage the class in critical thinking about the issue. This may include but is not limited to:
 - A scenario of an ethical dilemma or breach pertaining to the topic. Involve the class in identifying the ethical issues
 - A mock interview of a human service professional and/or client regarding an alleged ethical violation pertaining to the topic
 - Present an ethical dilemma relevant to the topic that contains at least two arguable perspectives. Divide the class and facilitate a debate
 - Present an ethical dilemma related to the topic and engage the class by using one of the decision making processes to solve the dilemma
5. Develop and administer an evaluation instrument so participants have a chance to anonymously evaluate the workshop. After the workshop, groups will summarize the results, including a paragraph about

lessons learned, and provide the written evaluations to the instructor. This will be due one week after the workshop is given.

The workshop will also be graded on the accuracy and presentation of the materials (both written and delivered). In an excellent workshop,

- Presenters use notes or power point slides for reference; they do not read their notes
- Provide accurate and clear written materials for the participants
- Sufficient time is allotted for questions and discussion
- Facilitators listen carefully, clarify points, repeat questions so everyone can hear, ask probing questions, or provide prompts in necessary to keep the discussion going, etc.

Benchmark Assignment #4 – Case Study, (Case must be approved by professor in advance)

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 cannot pass the course without passing the Benchmark Assignment. This assignment reflects competencies 1, 2, 3, 6, and 7.

Preparing the Case

- *Before you begin writing, follow these guidelines to help you prepare and understand the case study:*
- *Read and examine the case thoroughly*
- *Take notes, highlight relevant facts, underline key problems.*
- *Focus your analysis*
- *Identify two to five key problems*
- *Why do the problems exist?*
- *How do the problems impact the Individual, family, group or community*
- *Consider possible solutions to the problems*
- *Review course readings, discussions, research, and your experience.*

Drafting the Case

Once you have gathered the necessary information, a draft of your analysis should include these sections:

Introduction

- *Identify your client and their key problems and issues based on your assessment.*

Background

- *Based on evidence based research, please explain the reason you selected the above key problems and issues.*
- *Discuss the role of diversity/culture and its influence on your client*

Micro, Mezzo, Macro

- *Apply micro, mezzo and macro approach to the case*

Conclusion

- *Include implications for practice*

You will submit a 6-10 page APA-formatted paper that is typed, double-spaced, using 12-point font (Aria I or Times New Roman) and is free from spelling and grammatical errors. This paper must be cited with information from scholarly sources used, both within the text and at the end of the paper. You may use a case from your field practicum.

Class Participation (10%)

10% of your grade is class participation. In order for you to participate in the class discussion, you must be present. In addition, a part of this grade is class exercises, homework assignments and blackboard discussions. Class participation goes beyond repeating course readings and involves a synthesis of knowledge to extend the conversation to the creation of new information to contribute to the discussion. Participation that distracts from the classroom conversation is prohibited i.e. side conversations.

IX. Criteria for Grading

	Percentage
Required Assignment (social justice)	10
Benchmark Assignment	40
Group presentation Assignments	20
Group presentation Assignments	20
<u>Participation</u>	10
<u>Total</u>	100%

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

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

X. University Statements

Americans with Disabilities Act (ADA) Statement

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

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

Contact Information:

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

Location: James Bowser Building, Suite 121

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

University Assessment Statement

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

XI. University Support Services

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

XII. Academic Integrity Standards and Classroom Policies

17. 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.**

18. 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.

19. Professional conduct and civility in the classroom. A course brings together a group of diverse individual students with various backgrounds and experiences. -all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others. The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.

20. 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.

21. 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**.

22. 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.***

23. 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.

24. 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>

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**

25. 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.

XIII. Additional Course References

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

Semester and Year	Fall 2021
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:	Tuesday 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

IX. 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

X. 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.

XI. 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:

5. **Demonstrate ongoing mastery of knowledge of the roles of historical, social, political and economic factors as the underlying causes for systemic inequality.**
6. **Demonstrate knowledge of the research process**
7. **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:

5. **Demonstrate ongoing mastery of professionalism in behavior, appearance and communication with peers and instructors.**
6. **Think critically and appraise new information**
7. **Design and implement research process**

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

3. **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.**
4. **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.

XII. 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.

XIII. Primary methods of Instruction

Online Class lectures and discussions, and audio-visual material.

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

Course Outlines

Module	Topics	Assigned Readings & Assignments	Assignments Due
0	Orientation to the course and MindTap	You should get a head start on the readings	Introductions and oriented to the course
1	What is research? Why study research? What is the research process? Literature reviews versus review of the literature and writing research proposals	Chapters 1, &3 review chapter 23 pages 553-565 (section 23-1 to 23-4) and 570-573 (section 23-5 to 23-5f)	Discussion about a research topic Activity on selecting a research topic.
2	Ethics Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 5 & 6	Quiz 5 &6 Discussion on Ethics and Cultural competency exercise on ethics
3	Evidence-based practice (EBP) Review the literature An introduction of quantitative, qualitative, and mixed method research	Chapters 2, & 4, & 23	Quiz 2, 4, & 23 10 empirical articles on a topic
4	Problem Formation Measurement	Chapter 7	Quiz 7 Exercise on problem formation
5	Operationalization and conceptualization	Chapter 8	Quiz 8 In class exercise
6	Presentations	Presentations	Presentations
7	Measurement Major data collection methods Main research paradigms Data processing Reporting research findings	Chapters 9	Quiz 9
8	Research Day	Research Day	Research Day
9	Population vs. sample Sampling Techniques Probability sampling	Chapter 15	class exercise
10	Non-probability sampling	Chapter 15	Quiz 15
11	Survey Research and correlational research	Chapter 16	Quiz 16
12	Quantitative data analysis	Chapters 21 and 22	Quiz 21 and 22
13	Introduction to Causal inference and Experimental design	Chapter 11 and 12	Quiz 11 and 12 Final paper due:

--	--	--	--

XV. 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.

XVI. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Topic Presentation (20%)

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

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.

Benchmark Assignment #4 *The Benchmark Assignment for this course demonstrates your mastery of the competencies and behaviors emphasized throughout the course. This assignment requires a passing grade of a grade of “B” for graduate students. This assignment comprises forty percent (40%) of the grade in this course. You cannot pass the course without passing the Benchmark Assignment. The complete description for the Benchmark Assignment will be distributed by the first full week in October.*

Final Research Proposal (40 %.) The Benchmark Assignment is the Final. It is a 10–12-page research proposal. This assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided

Class Participation (10%)

10% of your grade is class participation. In order for you to participate in the class discussion, you must be present. In addition, a part of this grade is class exercises, homework assignments and blackboard

discussions. Class participation goes beyond repeating course readings and involves a synthesis of knowledge to extend the conversation to the creation of new information to contribute to the discussion. Participation that distracts from the classroom conversation is prohibited i.e. side conversations.

IX. Criteria for Grading

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

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

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

XIV. 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.

XV. 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.

XVI. Academic Integrity Standards and Classroom Policies

26. 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.**

27. 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.

28. Professional conduct and civility in the classroom. A course brings together a group of diverse individual students with various backgrounds and experiences. -all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others. The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.

29. 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.

30. 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**.

31. 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*.**

32. 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.

33. 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

XVII. Additional Course References

American Association of University Professors (2000), “Protecting Human Beings: Institutional Review Boards and Social Science Research”, Author, Washington, DC.

Association of Internet Researchers (2001), “AOIR Ethics Working Committee— A Preliminary Report”, Available: <http://aoir.org/reports/ethics.html>

Capurro, R. & Pingle, C. (2001), “Ethical Issues of Online Communication Research”, available: http://www.nyu.edu/projects/nissenbaum/ethics_cap_full.html

Ess, C. & the AoIR Ethics Working Committee (2002), “Ethical decision-making and Internet research: Recommendations from the AoIR ethics working committee”, available: <http://aoir.org/reports/ethics.pdf>

Gravetter, F. & Gorzano, L. (2003), *Research Methods for the Behavioral Sciences*, Wadsworth, Belmont, CA.

Graziano, A. & Raulin, M. (2000), *Research Methods: A Process of Inquiry* (4th Ed.), Allyn & Bacon, Boston.

Humphreys, K., Winzelberg, A. & Klaw, E. (2000), "Psychologists' ethical responsibilities in Internet-based groups: issues, strategies, and a call for dialogue," *Professional Psychology, Research and Practice*, Vol. 5, pp. 493-496.

Information Society Technologies Programme (2004), "The RESPECT project", Available: <http://www.respectproject.org/main/index.php>

Kraut, R. (2003), "The ethics of online research", Paper presented at the Annual Meeting of the American Psychological Society, Atlanta, GA.

Knobel, M. (2003), "Rants, ratings and representation: ethical issues in researching online social practices," *Education, Communication & Information*, Vol. 3, No. 2, pp. 187-210.

NESH (2001), "Guidelines for research ethics in the social sciences, law and the humanities," Available: <http://www.etikkom.no/Etikkom/Etikkom/Engelsk/Publications/NESHguide>

Padgett, D. (2004). *The qualitative research experience*. Canada: Thomson & Brooks/Cole.

Padgett, D. (1998) *Qualitative methods in social work research*. California: Sage.

Sales, B.D. & Folkman S. (2000), *Ethics in Human Subjects Research with Human Participants*. American Psychological Association, Washington D.C.

U.S. Copyright Office (2003), "Copyright Law of the United States", Available: <http://www.copyright.gov/title17/>

U.S. Department of Health and Human Services (2001), "Code of Federal Regulations: Protection of Human Subjects," Available: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

U.S. Department of Health and Human Services (2003), "Office for Civil Rights: Summary of the HIPAA Privacy Rule," Available: <http://www.hhs.gov/ocr/privacysummary.pdf>

Walther, J. B. (2001), "Internet Research Ethics: Research Ethics in Internet- Enabled Research: Human Subjects Issues and Methodological Myopia," Available: http://www.nyu.edu/projects/nissenbaum/ethics_wal_full.html

Scientific Report Rubric

Title of Proposal _____ Authors' names: _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Introduction	Does not give any information about what to expect in the report.	Gives very little information.	Gives too much information--more like a summary.	Presents a concise lead-in to the report.	
Research	Does not answer any questions suggested in the template.	Answers some questions.	Answers some questions and includes a few other interesting facts.	Answers most questions and includes many other interesting facts.	
Purpose/ Problem	Does not address an issue related to social work	Addresses a tide pool issue that is unrelated to research.	Addresses an issue somewhat related to research.	Addresses a real issue directly related to research findings.	
Procedure/ Methods	Not sequential, most steps are missing or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Most of the steps are understandable; some lack detail or are confusing.	Presents easy-to-follow steps that are logical and adequately detailed.	
Data Analysis Plan	Data analysis plan is illogical	Data analysis plan is logical but is not appropriate for the research question	Data analysis plan is logical but is not appropriate for the research question but inappropriately stated	Data analysis plan is logical and appropriate for the research question	
Strengths and limitations	Does not present strengths or limitations .	Presents strengths or limitations, but do not necessarily address the present research	Presents bot strengths or limitations, but missing important area	Presents a logical explanation for Presents both strengths or limitations,.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.	
Attractiveness	Illegible writing, loose pages.	Legible writing, some ill-formed letters, print is too small or too large, papers stapled together.	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided.	Printed, clean and neatly bound in a report cover, illustrations provided.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
Total					

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

Semester and Year	Fall 2021
Course Number, Title, Credit Hours	SWK 697-03 Research Methods
Class Meetings:	Tuesday 1:30pm-4:30pm, Nursing & Gen Ed Building, Room 310
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335-02
Office Hours:	Tuesday 4:45pm-6:45pm and By Appointment
Telephone Number:	Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
E-mail Address:	stalston@nsu.edu

XVII. Course Description, Prerequisites and Co-Requisites

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

Prerequisites and Co-Requisites Completion of Statistics course

XVIII. 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.

XIX. 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:

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

economic factors as the underlying causes for systemic inequality.

- 9. Demonstrate knowledge of the research process**
- 10. 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:

- 8. Demonstrate ongoing mastery of professionalism in behavior, appearance and communication with peers and instructors.**
- 9. Think critically and appraise new information**
- 10. Design and implement research process**

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

- 5. 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.**
- 6. 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.

XX. 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.

XXI. Primary methods of Instruction

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

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

Course Outlines

Course date	Topics	Assigned Readings & Assignments	Assignments Due
Aug 31, 2021	Orientation to the course and MindTap	You should get a head start on the readings	Introductions and oriented to the course
Sept 7, 2021	What is research? Why study research? What is the research process? Literature reviews versus review of the literature and writing research proposals	Chapters 1, &3 review chapter 23 pages 553-565 (section 23-1 to 23-4) and 570-573 (section 23-5 to 23-5f)	Discussion about a research topic Activity on selecting a research topic.
Sept 14, 2021	Ethics Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 5 & 6	Quiz 5 &6 Discussion on Ethics and Cultural competency exercise on ethics
Sept. 21, 2021	Evidence-based practice (EBP) Review the literature An introduction of quantitative, qualitative, and mixed method research	Chapters 2, & 4, & 23	Quiz 2, 4, & 23 10 empirical articles on a topic
Sept 28, 2021	Problem Formation Measurement	Chapter 7	Quiz 7 In class exercise on problem formation
Oct 5, 2021	Operationalization and conceptualization	Chapter 8	Quiz 8 In class exercise
Oct 12, 2021	Presentations	Presentations	Presentations
Oct 19, 2021	Measurement Major data collection methods Main research paradigms Data processing Reporting research findings	Chapters 9	Quiz 9
Oct 26, 2021	Research Day	Research Day	Research Day
Nov 2, 2021	Population vs. sample Sampling Techniques Probability sampling	Chapter 15	In class exercise
Nov 9, 2021	Non-probability sampling	Chapter 15	Quiz 15
Nov 16, 2021	Survey Research and correlational research	Chapter 16	Quiz 16
Nov 23, 2021	Quantitative data analysis	Chapters 21 and 22	Quiz 21 and 22
Nov 30, 2021	Introduction to Causal inference and Experimental design	Chapter 11 and 12	Quiz 11 and 12 Final paper due:

XXIII. 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.

XXIV. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Topic Presentation (20%)

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

Assignment #2 –Inclusivity, Diversity, Social Justice and Systemic Equity: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 (20%)

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.

Benchmark Assignment #4 *The Benchmark Assignment for this course demonstrates your mastery of the competencies and behaviors emphasized throughout the course. This assignment requires a passing grade of a grade of “B” for graduate students. This assignment comprises forty percent (40%) of the grade in this course. You cannot pass the course without passing the Benchmark Assignment. The complete description for the Benchmark Assignment will be distributed by the first full week in October.*

Final Research Proposal (40 %.) The Benchmark Assignment is the Final. It is a 10–12-page research proposal. This assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided

Class Participation (10%)

10% of your grade is class participation. In order for you to participate in the class discussion, you must be present. In addition, a part of this grade is class exercises, homework assignments and blackboard discussions. Class participation goes beyond repeating course readings and involves a synthesis of

knowledge to extend the conversation to the creation of new information to contribute to the discussion. Participation that distracts from the classroom conversation is prohibited i.e. side conversations.

IX. Criteria for Grading

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

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

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

XVIII. 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.

XIX. 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.

XX. Academic Integrity Standards and Classroom Policies

34. 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.**

35. 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.

36. Professional conduct and civility in the classroom. A course brings together a group of diverse individual students with various backgrounds and experiences. -all who are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, sexual orientations, and a number of other cultural variables.. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this diverse learning environment, students and faculty each will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas and/or opinions expressed by others.

The NSU School of Social Work and your course professors expect all students to conduct themselves as professional learners in class. Expectations of professional behaviors are defined as: (a) students shall arrive on time for class, (b) students are prepared to participate in the class discussion and course activities, and (d) students shall demonstrate respect for the opinions of other students and for the class environment. In review, the School of Social Work, across all programs, requires that students engage with professors and with one another with civility, respect, and professionalism.

37. 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.

38. 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**.

39. 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.***

40. 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.

41. 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>

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

42. 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.

XXI. Additional Course References

American Association of University Professors (2000), "Protecting Human Beings: Institutional Review Boards and Social Science Research", Author, Washington, DC.

Association of Internet Researchers (2001), "AOIR Ethics Working Committee— A Preliminary Report", Available: <http://aoir.org/reports/ethics.html>

Capurro, R. & Pingle, C. (2001), "Ethical Issues of Online Communication Research", available: http://www.nyu.edu/projects/nissenbaum/ethics_cap_full.html

- Ess, C. & the AoIR Ethics Working Committee (2002), "Ethical decision-making and Internet research: Recommendations from the AoIR ethics working committee", available: <http://aoir.org/reports/ethics.pdf>
- Gravetter, F. & Gorzano, L. (2003), *Research Methods for the Behavioral Sciences*, Wadsworth, Belmont, CA.
- Graziano, A. & Raulin, M. (2000), *Research Methods: A Process of Inquiry* (4th Ed.), Allyn & Bacon, Boston.
- Humphreys, K., Winzelberg, A. & Klaw, E. (2000), "Psychologists' ethical responsibilities in Internet-based groups: issues, strategies, and a call for dialogue," *Professional Psychology, Research and Practice*, Vol. 5, pp. 493-496.
- Information Society Technologies Programme (2004), "The RESPECT project", Available: <http://www.respectproject.org/main/index.php>
- Kraut, R. (2003), "The ethics of online research", Paper presented at the Annual Meeting of the American Psychological Society, Atlanta, GA.
- Knobel, M. (2003), "Rants, ratings and representation: ethical issues in researching online social practices," *Education, Communication & Information*, Vol. 3, No. 2, pp. 187-210.
- NESH (2001), "Guidelines for research ethics in the social sciences, law and the humanities," Available: <http://www.etikkom.no/Etikkom/Etikkom/Engelsk/Publications/NESHguide>
- Padgett, D. (2004). *The qualitative research experience*. Canada: Thomson & Brooks/Cole.
- Padgett, D. (1998) *Qualitative methods in social work research*. California: Sage.
- Sales, B.D. & Folkman S. (2000), *Ethics in Human Subjects Research with Human Participants*. American Psychological Association, Washington D.C.
- U.S. Copyright Office (2003), "Copyright Law of the United States", Available: <http://www.copyright.gov/title17/>
- U.S. Department of Health and Human Services (2001), "Code of Federal Regulations: Protection of Human Subjects," Available: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

U.S. Department of Health and Human Services (2003), "Office for Civil Rights: Summary of the HIPAA Privacy Rule," Available:
<http://www.hhs.gov/ocr/privacysummary.pdf>

Walther, J. B. (2001), "Internet Research Ethics: Research Ethics in Internet- Enabled Research: Human Subjects Issues and Methodological Myopia," Available:
http://www.nyu.edu/projects/nissenbaum/ethics_wal_full.html

Scientific Report Rubric

Title of Proposal _____ Authors' names: _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Introduction	Does not give any information about what to expect in the report.	Gives very little information.	Gives too much information--more like a summary.	Presents a concise lead-in to the report.	
Research	Does not answer any questions suggested in the template.	Answers some questions.	Answers some questions and includes a few other interesting facts.	Answers most questions and includes many other interesting facts.	
Purpose/ Problem	Does not address an issue related to social work	Addresses a tide pool issue that is unrelated to research.	Addresses an issue somewhat related to research.	Addresses a real issue directly related to research findings.	
Procedure/ Methods	Not sequential, most steps are missing or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Most of the steps are understandable; some lack detail or are confusing.	Presents easy-to-follow steps that are logical and adequately detailed.	
Data Analysis Plan	Data analysis plan is illogical	Data analysis plan is logical but is not appropriate for the research question	Data analysis plan is logical but is not appropriate for the	Data analysis plan is logical and appropriate for the research question	

			research question but inappropriately stated		
Strengths and limitations	Does not present strengths or limitations .	Presents strengths or limitations, but do not necessarily address the present research	Presents bot strengths or limitations, but missing important area	Presents a logical explanation for Presents both strengths or limitations,.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.	
Attractiveness	Illegible writing, loose pages.	Legible writing, some ill-formed letters, print is too small or too large, papers stapled together.	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided.	Printed, clean and neatly bound in a report cover, illustrations provided.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
Total					