Semester and Year	Fall 2019
Course Number, Title, Credit Hours	SWK 697-51A Research Methods
Class Meetings:	Tuesday 6:30pm-9:30pm, BMH2 Room 106
Instructor Name:	Dr. Sharon T Alston, Assistant Professor
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall, Rm. 335-07
Office Hours:	**Tuesday and** Wednesday 2pm-5:30pm and By Appointment
Telephone Number:	Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
E-mail Address:	stalston@nsu.edu

I.   Course Description, Prerequisites and Co-Requisites

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

Prerequisites and Co-Requisites Completion of Statistics course

Course Rationale

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

II.   Course Goals and Intended Learning Outcomes

This course is designed to 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

III.   Course Materials

Rubin, A., & Babbie, E. R. (2014/2017). *Research Methods for Social Work: 9th edition*. Boston, MA: Cengage Learning.

IV.   Primary methods of Instruction

Class lectures and discussions, Workshops, field visits and audio-visual material.

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

Course Outlines

Week	Course date	Topics	Readings & Assignments
1	Aug 27, 2019	Orientation to the course and MindTap What is research? Why study research? What is the research process? Literature reviews versus review of the literature and writing research proposals	Chapters 1, & review chapter 23 pages XX Discussion about a research topic
2	Sept 3, 2019	Ethics Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 5 & 6 Quiz 5 &6
3	September 10, 2019	Evidence-based practice (EBP) Review the literature An introduction of quantitative, qualitative, and mixed method research	Chapters 2, & 4, & 23 Quiz 2, & 4, 10 empirical articles on a topic
4	Sept 17, 2019	Problem Formation Measurement In class exercise on problem formation	Chapter 7& Quiz 7
5	Sept 24, 2019	Operationalization and conceptualization In class exercise	Chapter 8 Quiz 8
6	October,1 2019	Measurement In class exercise	MIDTERM Chapters 9 Quiz 9
7	October8, 2019	Measurement (Con't) Major data collection methods Main research paradigms Data processing Reporting research findings	**Chapters 9 Quiz 9**
8	Oct 15, 2019	Research Day	Research Day
9	Oct 22, 2019	Population vs. sample Sampling Techniques Probability sampling	Chapter 15 and Quiz 15 Introduction and literature review sections of the research paper due
10	Oct 29, 2019	Non-probability sampling	Chapter 15 and Quiz 15
11	Nov 5, 2019	Survey Research and correlational research	Chapter 16 Quiz 16
12	Nov 12, 2019	Quantitative data analysis	Chapters 20 and Quiz 20
13	Nov 19, 2019	Introduction to Causal inference and Experimental design	Chapter 11 Quiz 11
14	Nov 26, 2019	Quasi-experimental	Chapter 12 and Quiz 12
15	Dec 3, 2019	Final paper due:	

VI. Related University-Wide and Course Specific Requirements

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

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

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

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

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

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

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

OTHER RELATED COMPETENCIES or REQUIREMENTS

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

Competency 1:

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

• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

• use technology ethically and appropriately to facilitate practice outcomes; and

• use supervision and consultation to guide professional judgment and behavior.

Competency 2:

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

• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

• present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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

Competency 3:

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

Competency 4:

Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5:

Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6:

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

Competency 7:

Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
 • collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8:

Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

Competency 9:

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

This course will primarily address the following competencies: 1, 4 and 5

VIII. ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1. Midterm (30%)
The midterm exam will be multiple choice and will cover chapters 1-7. The mode of delivery i.e in class or online will be determined later.

Assignment #2. Final Research Proposal (40 %.)
The Signature Assignment is the Final. It is a 12-15 page research proposal. The Signature Assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided

Assignment #3. Quizzes (10%)
All assigned quizzes are to be taken before the class time. You will have two attempts to compete and the highest score will be used at the final grade for that quiz

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

X. Criteria for Grading

	Points
Class Participation and Homework	20
Midterm	30
Final Research Proposal	40
Quizzes	10
Total	**100%**

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

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

XI. Academic Integrity Standards and Classroom Policies

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

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

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

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

4. *Electronics in Classroom*. Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.

5. *Classroom confidentiality*. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.

6. *Class assignments are required*. Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. Details of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.

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

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

communication. First time Users to Blackboard, please use the following website for navigation instructions: http://www.nsu.edu/elearning/firsttimeusers.html

XII. **University Statements**

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Contact Information:
Coordinator, Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121
Telephone: 757-823-2014
Fax: 757-823-2640

University Assessment Statement

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

RUBRIC FOR WRITTEN SOCIAL WORK ASSIGNMENTS, PAPERS AND PROJECTS

Trait being evaluated	4	3	2	1	0

Level of response to all questions and relevant ideas	Paper includes thoughtful complete responses to all questions and relevant ideas	Paper covers all questions and relevant ideas	Paper covers most questions and relevant ideas	Paper covers less than 70% of the questions and relevant ideas	Paper covers less than 50% of the questions And relevant ideas
Organization of paper	Demonstrates superior organization, is professionally presented, with headings, a title page and APA style.	Demonstrates good organization and presentation, with headings, a title page and some evidence of APA style.	Demonstrates adequate organization and some use of APA style.	Demonstrates limited organization	Demonstrates no organization .
Key facts	Includes a full list of the key points related to the topic or issue	Includes a good list of the key points related to the topic or issue	Includes an adequate list of the key points related to the topic or issue	Includes a limited list of the key points related to the topic or issue	Includes little or no listing of of the key points related to the topic or issue
Evidence of critical thinking	Includes a thoughtful, complete discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a good discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes an adequate discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a limited discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic	Includes very little discussion and analysis of the relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic
Implications, conclusions and future directions	Includes a full discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes a good discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes an adequate discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic	Includes a limited discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic includes a	Includes no discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic
Writing quality	Demonstrates superior writing quality with almost no errors in grammar, spelling, and punctuation. Paragraphs or bullet points and sentences are well developed and clear.	Demonstrates good writing quality with few errors in grammar, spelling, and punctuation. Paragraphs, or bullet points, and sentences are well developed.	Demonstrates adequate writing quality with no more than a few problems with grammar, spelling, and punctuation. Some lack of clarity.	Demonstrates limited writing quality with many problems with grammar, spelling, and punctuation	Demonstrates poor writing quality

Students Name_____Points _____Grade_____

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2	Sept 4, 2018	Ethics Institutional Review Board (IRB) Ethical controversies/ dilemma Cultural competency	Chapters 5 & 6 Quiz 5 &6
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• 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;
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• use supervision and consultation to guide professional judgment and behavior.

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• 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.

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

Competency 4:

Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5:

Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6:

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

Competency 7:
Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
 • collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8:
Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

Competency 9:
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

This course will primarily address the following competencies: 1, 4 and 5

VIII.   ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1.   Midterm (30%)
The midterm exam will be multiple choice and will cover chapters 1-7. The mode of delivery i.e in class or online will be determined later.

Assignment #2.   Final Research Proposal (40 %.)
The Signature Assignment is the Final. It is a 12-15 page research proposal. The Signature Assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided

Assignment #3.   Quizzes (10%)
All assigned quizzes are to be taken before the class time. You will have two attempts to compete and the highest score will be used at the final grade for that quiz

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

X.   Criteria for Grading

	Points
Class Participation and Homework	20
Midterm	30
Final Research Proposal	40
Quizzes	10
Total	**100%**

Grading Scale:

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

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

XI.   Academic Integrity Standards and Classroom Policies

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

circumstances.   University officials expect students to attend all classes.

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

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

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

4. *Electronics in Classroom*.   Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.

5. *Classroom confidentiality*. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.

6. *Class assignments are required*. Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. Details of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.

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

8. *Blackboard.* Blackboard is the official communication platform for the course. Students are responsible for

assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions: http://www.nsu.edu/elearning/firsttimeusers.html

XII.   University Statements

Americans with Disabilities Act (ADA) Statement

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

Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Contact Information:
Coordinator, Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121
Telephone: 757-823-2014
Fax: 757-823-2640

University Assessment Statement

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

RUBRIC FOR WRITTEN SOCIAL WORK ASSIGNMENTS, PAPERS AND PROJECTS

Trait being evaluated	4	3	2	1	0

Level of response to all questions and relevant ideas	Paper includes thoughtful complete responses to all questions and relevant ideas	Paper covers all questions and relevant ideas	Paper covers most questions and relevant ideas	Paper covers less than 70% of the questions and relevant ideas	Paper covers less than 50% of the questions And relevant ideas
Organization of paper	Demonstrates superior organization, is professionally presented, with headings, a title page and APA style.	Demonstrates good organization and presentation, with headings, a title page and some evidence of APA style.	Demonstrates adequate organization and some use of APA style.	Demonstrates limited organization	Demonstrates no organization .
Key facts	Includes a full list of the key points related to the topic or issue	Includes a good list of the key points related to the topic or issue	Includes an adequate list of the key points related to the topic or issue	Includes a limited list of the key points related to the topic or issue	Includes little or no listing of of the key points related to the topic or issue
Evidence of critical thinking	Includes a thoughtful, complete discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a good discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes an adequate discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a limited discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic	Includes very little discussion and analysis of the relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic
Implications, conclusions and future directions	Includes a full discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes a good discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes an adequate discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic	Includes a limited discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic includes a	Includes no discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic
Writing quality	Demonstrates superior writing quality with almost no errors in grammar, spelling, and punctuation. Paragraphs or bullet points and sentences are well developed and clear.	Demonstrates good writing quality with few errors in grammar, spelling, and punctuation. Paragraphs, or bullet points, and sentences are well developed.	Demonstrates adequate writing quality with no more than a few problems with grammar, spelling, and punctuation. Some lack of clarity.	Demonstrates limited writing quality with many problems with grammar, spelling, and punctuation	Demonstrates poor writing quality

Students Name_____Points _____Grade_____

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

Semester and Year	SPRING 2019
Course Number, Title, Credit Hours	SWK 639-01 Ethnicity –3 Credit Hours
Class Meetings:	Tuesdays 9:30am-12:30pm, NGE 211
Instructor Name:	Dr. Sharon T Alston, PhD
Department:	The Ethelyn R. Strong School of Social Work
Office Location:	Brown Memorial Hall**,** Rm. 335-02
Office Hours:	Tuesday 1:30pm- 5:30PM
Telephone Number:	Office: 757-823-2838 /School of Social Work Ph: 757-823-8122
E-mail Address:	stalston@nsu.edu

I.   Course Description, Prerequisites and Co-Requisites

This course is concerned with the particular development of ethnic, racial, religious groups, and cultural diversity in America. Theories of ethnicity, race, religion, and intergroup relations, their relevance to social work, the functions of and models for their study, derived from social research, are examined. Social issues, models for intervention designed to ameliorate unjust and oppressive conditions, and the impact of America's pluralism are explored. Concepts of culture, ethnicity, race, religion, prejudice and discrimination, and their influence on social welfare programs and social work practice are emphasized. Included are examination of ethnocentrism, racism, intergroup conflict, segregation, and other practices that have profound impact on the education, health, housing, employment, crime and delinquency, and mental and emotional health of individuals, families, groups, and communities.
This is a BLACKBOARD enhanced course.

Prerequisites and Co-Requisites SWK 675- Social Work Profession; SWK 690A & SWK 693A (2 Year program)

II.   Course Rationale

This is a required course designed to expand student awareness, knowledge, and understanding of diversity and its impact on social work practice.

III.   Course Goals and Intended Learning Outcomes

This course has as its major focus the Core Competency *2.1.4 Engaging Diversity and Difference in Practice* according to the 2015 EPAS. In addition, the course reinforces the following competencies: Human Rights and Justice, Critical Thinking, Ethical Practice and Research Based Practice.

IV. Course Materials

Required Textbook: Diller, J. V. (2019) *Cultural Diversity: A primer for the Human Services.* 6th Edition Boston, MA: Cengage.

V. Primary methods of Instruction

Different educational techniques will be employed to achieve course objectives and involve the participation of the student, including but not limited to lectures, readings, classroom discussions, digital textbook and resources, chapter summaries, student presentations, students; engagement with community resources, and audiovisual materials.

VI. depending upon the progress of the class). However, there will not be any major changes to the structure of the course or assignments.

DATE	TOPICS	ASSIGNED READING	ITEMS DUE
Week 1 Jan 8	Introductions Course Overview Review of Syllabus	Syllabus	Syllabus Contract
Week 2 Jan 15	What is diversity and its origin	Diller (2019 Chapter 1 Introduction	**Chapter Quiz and Case Study**
Week 3 Jan 22	What It Means to Be Culturally Competent	Diller (2019) Chapter 2	Chapter Quiz and Case Study
Week 4 Jan 29	Working with Culturally Diverse Clients	Diller (2019) Chapter 3	Chapter Quiz and Case Study **Practitioner's Self-Assessment Due**
Week 5 Feb 5	Understanding Racism, Prejudice, and White Privilege	Diller (2019) Read Chapter 4:	Chapter Quiz and Case Study
Week 6 Feb 12	Understanding Culture and Cultural Differences	Diller (2019) Read Chapter 5:	Chapter Quiz and Case Study
Week 7 Feb 19	Working with Culturally Diverse Parents and Families	Diller (2019) Read Chapter 6:	Chapter Quiz and Case Study
Week 8 Feb 26	Culturally Sensitive Treatment with Children and Bias in Service Delivery	Diller (2019) Read Chapter 7 and 8:	Chapter Quiz and Case Study
Week 9 March 4-9		Spring break	
Week 10 March 12	Group Project Presentations	Read Chapter 11: Working with Latino/a Clients: An Interview with Roberto	Chapter **Quiz and Case Study**
Week 11 March 19	Group Project Presentations	Read Chapter 12: Working with Native American Clients:	Chapter **Quiz and Case Study**
Week 12 March 26	Group Project Presentations	Read Chapter 13: Working with African American Clients	Chapter **Quiz and Case Study**
Week 13 April 2	Group Project Presentations	Read Chapter 14: Working with Asian American Clients Read Chapter 16: Working with South Asian American Clients	Chapter **Quiz and Case Study**
Week 14 April 9	Group Project Presentations	Read Chapter 15: Working with Arab and Muslim American Clients	Chapter **Quiz and Case Study**
Week 15 April 16	Group Project Presentations	Read Chapter 17: Working with White Ethnic Clients	Chapter **Quiz and Case Study**
Week 16 April 23	River of Life Project	Read Chapter 20: Closing Thoughts	**Final Paper Due**

VII. Related University-Wide and Course Specific Requirements

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

Information Technology Literacy- This is a web-enhanced course. Students will utilize Blackboard technology, Cengage MINDTAP digital textbooks and resources.

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

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

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

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

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

OTHER RELATED COMPETENCIES or REQUIREMENTS

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

Competency 1:

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

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

Competency 2:

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

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

Competency 3:

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

Competency 4:

Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5:

Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6:

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

Competency 7:
Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
 • collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8:
Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

Competency 9:
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

This course will primarily address the following competency: Competency 2
Social Work Practice Competencies Successful completion of this concentration course implies that the
student has achieved competency in the following advanced practice behaviors:

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.			
Practice Behavior	**Covered in class through (i.e., activity, reading,**	**Assessed by**	
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Readings, Chapter Quizzes, Videos	__Self-Assessment __Group Presentation ___Participation ___Chapter Quizzes __Multicultural Competencies (Signature Assignment)	
Present themselves as learners and engage clients and constituencies as experts of their own experiences	Readings, Chapter Quizzes, Videos, Case Study Discussions	__Group Presentation ___Participation ___Chapter Quizzes __Multicultural Competencies (Signature Assignment)	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Readings, Chapter Quizzes, Videos, Case Study Discussions	___Participation ___Chapter Quizzes __Self-Assessment __Multicultural Competencies (Signature Assignment)	

IX.   ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1.   Chapter Quizzes and case studies (10%)
After each chapter, you are to complete the quizzes and case studies. You have two chances to take the quiz and compete the case studies. The highest score will be used for grading.

Assignment #2.   Self-Assessment (15 %)
This assignment addresses the first two skill areas discussed in Table 2-2 of the Diller (2019) textbook: *awareness and acceptance* and *self-awareness* of cultural differences. The purpose of the assignment is to identify your cultural worldview.

The Cultural Worldview Exercise is one strategy to guide a student's identification of his or her worldview. The factors influencing a person's individual worldview mirror the aspects of diversity social workers must learn to address: race/ethnicity, socioeconomic status (SES), gender, sexual orientation, age, disability/ability, religious orientation, geographical location, immigration status, family structure, education/occupation, and so forth. A person's most salient aspects of diversity shape the individual's worldview--they influence our attitudes, thoughts, values, beliefs and behaviors.

Critical race theory (CRT) involves "studying and transforming the relationship among race, racism, and power (Delgado & Stefancic, 2017, p.3). CRT places race at the center of analysis and is a major underlying construct of this course. Therefore, as you begin to identify the salient factors which shape your worldview, begin by examining your race/ethnicity. Alongside CRT, the concept of intersectionality (Crenshaw, 1989) describes the ways in which oppressive institutions (racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and examines identity based on its relationship to power. Thus, after considering race/ethnicity, identify 3 to 4 of the most salient factors that have influenced your worldview based on the Cultural Worldview Exercise and the concept of intersectionality.

Your response should be a 3-4 page paper that adheres to APA guidelines and addresses the following:
1. State the racial/ethnic group with which you identify. Respond to questions on "Explore personal experiences around race and ethnicity (Diller, 2019, p. 92-93).
2. Next, discuss in detail the 3-4 areas of diversity beyond race/ethnicity which primarily shape your worldview, giving attention to the concept of intersectionality.
3. Describe how your responses to 1 and 2 above have shaped your cultural worldview--your attitudes, values and beliefs.
4. Develop a 5-6 word tagline that descriptively sums up your worldview.
5. Discuss what it feels like to begin to understand one's cultural worldview.

Assignment #3.   Participation   (20%)

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, completion of MINDTAP interactive activities, and/or role-playing. Students are asked to review the **Participation/Professionalism Rubric** posted to Blackboard**.**

Assignment #4.   Group Presentation (25 %)

 Select one of the ethnic groups of color or an oppressed population identified in the textbook.   Then prepare a group report to present in class. The report should explore the presenting the group's aspects of diversity, such areas as socio-cultural values, religion, social class, economics, race inequality and politics. The purpose of the report is to generate class discussion, bring into focus the oppressed group's historical impact or significance in the development of pluralism in the United States, inform peers of research that may inform practice, and enhance professional values that guide practice.

Briefly, but carefully discuss the following cultural variables as manifested within the traditional cultural group. The presentation should include an interview with at least one person from your chosen racial/ethnic group and include at least five (5) peer-reviewed journal references as a group to share with the class. Further, the presentation

must deal with intersectionality as it relates to the specific racial/ethnic group and other diversity categories: religion, sexual orientation, socioeconomic status, age, and gender. The presentation and handout should cover:

a) Salient facts on socio-cultural and historical background of the selected racial/ethnic group, along with major mental health considerations. Further, provide challenges to culturally competent practice with this population. What do social workers need to know in order to effectively and competently serve this population? This section should strongly emphasize intra-group differences, based on religion, sexual orientation, socioeconomic status, age, and gender.

b) Help-seeking trends and specific culturally-grounded assessment considerations for the populations

c) Culturally congruent intervention approaches to use with this population, especially those that are evidence-based and/or promising best practices.

Presentations should be 60 minutes in length and allow time for class discussion. All mediums of presentations are acceptable. The group will be graded as one based on the group's ability to cover the specifics outlined above. However, please note that group members are required to submit a peer evaluation, which can be used to determine if certain members should receive a lower than the group grade.

Presentations are graded based on organization, quality of content, creativity, and professionalism in presenting. Students are encouraged to engage the class in participation (i.e. ask questions, case example, handout, etc.)

Assignment #5.   Multicultural Competencies—Signature Assignment   (30%)

This assignment builds on your Practitioner Self-Assessment and addresses the skill areas 3-5 discussed in Table 2-2 of the Diller (2019) textbook: *dynamics of difference, knowledge of client's culture, adaptation of skills.*

To begin, think of two (2) scenarios of a cross-cultural counselor-client situation that you currently would feel unprepared or uncomfortable with in your role as a professional social worker or intern. In this scenario, you are the practitioner and the client/client system is represents a challenging cross-cultural practice experience based on the client/client systems being of <u>another race/ethnicity</u> <u>and/or</u> different from your cultural worldview on <u>one or more of the following</u> other characteristics: age, sexual orientation, class, religion, gender, race/ethnicity, regional differences, immigrant status, etc.

For each scenario, **your response should be a 6-page paper that adheres to APA guidelines and addresses the following:**
1. Describe the scenario with sufficient detail, including how you imagine your own cultural worldview may be different from that of the client/client system. Describe what makes this scenario particularly difficult or challenging for you.

2. Discuss areas of (a) attitudes and beliefs, (b) knowledge, and (c) skills that you have successfully mastered according to the expected professional multicultural competencies outlined in Table 2-3, Table 2-4, and Table 2-5 (p. 26-29 of textbook).

3. Identify the areas of (a) attitudes and beliefs, (b) knowledge, and (c) skills that remain unmastered according to the expected professional multicultural competencies outlined in Table 2-3, Table 2-4, and Table 2-5 (p. 26-29 of textbook).

4. Further, identify the practice behaviors that you recognize the need to work on for the scenario. How will you develop personally and professionally to master the practice behaviors?

5. Develop a plan of action to continue working towards mastering these practice behaviors over the next year.

X. <u>**Criteria for Grading**</u>

Chapter Quizzes and case studies	10%
Self-Assessment Assignment	15%
Class Participation (see RUBRIC)	20%
Group Presentation	25%
Signature Assignment	30%
Total	**100%**

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

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

XI. <u>**Academic Integrity Standards and Classroom Policies**</u>

1. The NSU Graduate School expects perfect attendance. While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances.   University officials expect students to attend all classes.
A note about absences: In addition to missing an entire class, two late arrivals of more than 15 minutes will equal 1 absence and two early departures of more than 15 minutes will equal one absence. Arriving 45 minutes to one hour or more late or leaving class for 45 minutes to one hour or more is equal to one absence. A student may not miss more than 3 classes (<u>excused or unexcused</u>). **If you have more than three (3) absences, you cannot pass this course.**

2. *Class participation*/**professionalism**. Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social workers. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in class activities, contributions, Blackboard Forum discussions, Blackboard Collaborate Ultra participation, and/or role-playing. Students are asked to review the **Participation/Professionalism Rubric** posted to Blackboard**.**

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

4. *Electronics in Classroom*.   Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked

to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.

5. *Classroom confidentiality*. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.

6. *Class assignments are required*. Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. Details of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.

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

8. *Blackboard.* Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions: http://www.nsu.edu/elearning/firsttimeusers.html

XII.   University Statements

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Contact Information:
    Location: James A. Bowser Building, Suite 121
    Contact Person: Ms. Doral M. Jackson, Coordinator
    Telephone: 757-823-2014
    EMAIL: dmjackson@nsu.edu

Inclement Weather Statement

To ensure that all classes meet the required number of instructional contact hours, the method of offering continuous instruction in the event of class cancellation or University closure due to inclement weather is to provide course content, assignments and activities *via* Blackboard as the course management system and the virtual classroom

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.

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

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

I.   Course Description, Prerequisites and Co-Requisites

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

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

Course Rationale

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

II.   Course Goals and Intended Learning Outcomes

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

III.   Course Materials

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

IV.   Primary methods of Instruction

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

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

Course Outlines

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

VI. **Related University-Wide and Course Specific Requirements**

Writing- Students will be required to submit written assignments according to the APA format and to demonstrate graduate level writing capabilities.
Information Technology Literacy- This is a web-enhanced course. Students will utilize Blackboard technology, including Discussion Board, Grade Book, and Blackboard Collaborate Ultra.
Quantitative Reasoning-Student will integrate evidence-based research, including application of quantitative and qualitative research findings.
Scientific Reasoning- Students will be expected to predict through research logical consequences of observed phenomena and evaluate how clients can best be served.
Oral Communication- Students will be required to participate in oral presentations and to hone professional speaking skills
Critical Thinking- Students will be required to integrate and to synthesize reading materials and class discussions and to demonstrate critical thinking in application of concepts.
Professional Growth- Students are encouraged to attend related conferences, workshops, forums, & seminars.

OTHER RELATED COMPETENCIES or REQUIREMENTS

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

Competency 1:
Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• use technology ethically and appropriately to facilitate practice outcomes; and
• use supervision and consultation to guide professional judgment and behavior.

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

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

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

Competency 4:
Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5:
Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6:
Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7:
Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
 • collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8:
Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

Competency 9:
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

Competency: 4 Engage in Practice-informed Research and Research-informed Practice.
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

Practice Behavior	Covered in class through (i.e., activity, reading,	Assessed by	
Use practice experience and theory to inform scientific inquiry and research;	Readings, Chapter Quizzes, Videos	___Agency Analysis ___ In class activity ___ Program evaluation report (Signature Assignment)	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Readings, Chapter Quizzes, Videos, Case Study Discussions	__ Agency Analysis ___ In class activity ___ Program evaluation report (Signature Assignment)	
Use and translate research evidence to inform and improve practice, policy, and service delivery	Readings, Chapter Quizzes, Videos, Case Study Discussions	__ Agency Analysis ___ In class activity ___ Program evaluation report (Signature Assignment) ___Research Symposium	

VIII.   ASSIGNMENTS-Evaluation and Assessment Methods

Assignment #1.   Brief Research Agency Analysis (15%)
To be discussed in class
Assignment #2.   Final Research Program Evaluation (35%.)
The Signature Assignment is the Final. It is a 12-15 page research of your program evaluation. The Signature Assignment must be typed and follow APA format. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, www.apastyle.org that provides instructions on the APA style. Additional instructions will be provided. There will be no opportunity for make up and late assignments will not be accepted.

Assignment #3.   Research Symposium (20%)

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

Chapter Quizzes (10)

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

Class Participation (20%)

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

X.   Criteria for Grading

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

Grading Scale:

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

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

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

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

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

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

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

4. *Electronics in Classroom*.   Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.

5. *Classroom confidentiality*. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.

6. *Class assignments are required*. Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. Details of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.

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

8. *Blackboard.* Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions: http://www.nsu.edu/elearning/firsttimeusers.html

XII.   **University Statements**

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Office of Accessibility Services/International Student Services (O.A.S.I.S.).
Contact Information:
Coordinator, Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121

University Assessment Statement

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

RUBRIC FOR WRITTEN SOCIAL WORK ASSIGNMENTS, PAPERS AND PROJECTS

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

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

Students Name_____Points _____Grade_____