



# Heritage University

## College of Arts and Sciences

Social Work Department

Course Syllabus

SOWK 459: Social Science Research Methods

Fall Semester 2019 Section II

**Instructor:** Jacob Campbell, MSW LICSW

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**Office Hours:** By arrangement

**Campus:** Columbia Basin Campus

**Hours:** Thursday 5:30-8:15 PM

**Location:** CBC Campus - SWL 220

### 1. Course Description and Prerequisites

Basic research methodologies for the social sciences; principles of qualitative and quantitative methodologies for collection and analysis of data. Development of research design. This course is the same as SOC 460W. Offered Fall semesters. Prerequisite(s): Senior standing; permission of the program chair. Cross-listed as SOC 460W.

### 2. Course Purpose

This course is designed to prepare you to engage in research that will inform your practice. Whether you are consulting the research literature to evaluate programs in the workplace, developing programs, conducting original research or just following your own intellectual curiosity, this course will prepare you to read and contribute to research literature.

Every assignment you complete this term builds into the final assignment: a professional literature review and research proposal. You will identify a topic of interest, use theory to frame that topic, explore the literature related to that topic, develop a research question, and propose a method for exploring that research question. You will also critically evaluate the quantitative and qualitative research findings of others.

### 3. Relationship to Other Sequences and/or Other Courses

This course is taken in the senior year concurrently with SOWK 488 Theory of Practice III and SOWK 490 Field Practicum I for social work majors. It is also open to seniors in other social science disciplines.

## 4. Texts and Study Aids

### A. Required Texts

DeCarlo, M. (2018) *Scientific inquiry in social work*. Retrieved from <https://scientificinquiryinsocialwork.pressbooks.com>

### B. Supplemental Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Spi ed.). Washington, D.C.: Amer Psychological Assn.

## 5. Social Work Program Goals and Objectives

The goals of the Social Work Program are derived from the program's mission. They are as follows:

1. The Social Work Program provides quality educational preparation for beginning generalist social work practice with individuals, families, groups, organizations and communities.
2. The Social Work Program focuses on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest
3. The Social Work Program prepares students academically to pursue graduate level education.

## 6. Social Work Competencies, Relationship to University Goals, and Assessment Methods

In the Educational Policy and Accreditation Standards, the Council on Social Work Education (CSWE, 2015) defines competence as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (p. 6). Competence is “informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 6).

The nine competencies identified in the 2015 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The curriculum of the Social Work Program has been designed with competencies as outcomes. Each core course allows students to demonstrate specific competencies through a key assignment. The content of the course also introduces and develops related competencies and behaviors. Upon successful

completion of this course, students are able to demonstrate achievement of the competencies listed below.

In addition, the key assignments in each course relate to the university's student learning outcomes.

1. Knowledge of the Physical World and of Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

<b>Competency (outcome)</b>	<b>Heritage University Goal(s)</b>	<b>Behavior (performance indicator)</b>	<b>Assessment Method(s)</b>
Engage in Practice-informed Research and Research-informed Practice	Skills	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  Use and translate research evidence to inform and improve practice, policy and service delivery.	Research Proposal Rubric

## 7. Assessment and Grading Procedures

This course has a number of assignments. It is a “W” course which signifies that it is a writing intensive course. The majority of the assignments build on each other, as you work to put together the final paper for this course. Most of the writing sections have a peer review that also gets graded. Furthermore, there is an optional extra credit assignment that is available for students to complete regarding assessments and generalist practice. See the following for more detailed information:

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Percentage</b>
01	In-Class Participation	50	5%
02	Reading quizzes	100	10%
03	Introduction	100	10%
04	Peer Review – Introduction	25	2.5%
05	Theoretical Framework	100	10%
06	Peer Review – Theoretical Framework	25	2.5%
07	Literature Review Annotated Bibliography	100	10%
08	Literature Review	100	10%
09	Peer Review – Literature Review	25	2.5%
10	Research Question	50	5%
11	Research Proposal	100	10%
12	Peer Review – Research Proposal	25	2.5%
13	Final Paper: Literature Review & Research Proposal	200	20%
	<b>Total Points</b>	<b>1,000</b>	<b>100%</b>
14	<i>[Extra Credit] Selected Population Literature Review</i>	100	10%

## Online Tools and Information

For this class, there are three online learning tools that are being used. The majority of the assignments and reading quizzes will be submitted via the My Heritage classroom as has generally been the case. Assignments should be submitted as a word document. It really helps the instructor in processing all of the papers if these documents are submitted using the following naming format:

*Last Name, First Name – Descriptive Assignment Title.docx*

For example:

*Campbell, Jacob - Literature Review of Students with EBD.docx*

For this class, there are four times that students will be expected to review their fellow classmates writing examples using the same rubric that the instructor will be grading their final paper with. This is to help give a higher level of feedback regarding students writing and make a strong final version of their papers. Moodle is an online learning tool that is free. Moodle offers a content module which is designed for completing just such peer reviews. To use this module, you will need to enroll in your course section through the website:

<https://jcampbell.moodlecloud.com/>

Furthermore, the final paper for this class will be submitted via Chalk and Wire. This is an online portfolio that you can use as you move forward in your work or academic career. Further information about how to use this will be provided later in the semester.

A detailed description of each assignment is as follows:

### Assignment 01: In-Class Participation

Worth 50 points, attendance and in-class participation are worth 5% of the student's final grade. All students will be expected to come to class having read the relevant text material and to participate in an informed, yet informal, discussion in relation to the required reading. Point value will be assigned by the instructor based on class attendance and participation in discussions. Points for unexcused tardiness or absences will be deducted.

### Assignment 02: Chapter Quizzes

Worth 50 points, reading quizzes are worth 5% of the student's final grade. This assignment is meant to offer an additional incentive for students to read and be prepared for class. Days when there is a reading assignment due, the reading quizzes will be posted on the My Heritage Classroom Forum under assignments. Quizzes are due the day the reading assignment is due by 5:30 prior to class starting. Over the semester 100 questions will be selected and administered making each question worth 0.5 points.

### Assignment 03: Introduction

Worth 100 points, or 10% of the student's final grade, the introduction is the first mini assignment that is meant to build into the student's final paper. Students will introduce their topic; explore it from a national, state, and local perspective; and explain its significance. The introduction should be between one and two paragraphs in length. It will be submitted via Moodle. It should be submitted no later than 11:55 PM on ~~Friday 08/30/19~~ **Sunday 09/01/19**.

#### **Assignment 04: Peer Review – Introduction**

Worth 25 points, or 2.5% of the student's final grade, the introduction peer review will use the rubric to assess two fellow classmate's introductions. Each of the peer-reviews is meant to provide beneficial and useful feedback. The workshop module on Moodle will also allow the student to submit a self-assessment using the same rubric. Each student will be randomly assigned two fellow classmates to provide feedback to via the Moodle website. Grades for the peer review will be based on the quality of the review and scoring given. Both peer-reviews should be submitted no later than 11:55 PM on Friday 09/06/19.

#### **Assignment 05: Theoretical Framework**

Worth 100 points, or 10% of the student's final grade, the student will introduce the theoretical framework that guides their thinking and situate their topic within that framework. Submissions should be between one and three paragraphs in length. It will be submitted via Moodle. It should be submitted no later than 11:55 PM on ~~Friday 09/13/19~~ **Sunday 09/15/19**.

#### **Assignment 06: Peer Review – Theoretical Framework**

Worth 25 points, or 2.5% of the student's final grade, the theoretical framework peer-review will use the rubric to assess two fellow classmate's topics. Each of the peer-reviews is meant to provide beneficial and useful feedback. The workshop module on Moodle will also allow the student to submit a self-assessment using the same rubric. Each student will be randomly assigned two fellow classmates to provide feedback to via the Moodle website. Grades for the peer review will be based on the quality of the review and scoring given. Both peer-reviews should be submitted no later than 11:55 PM on Friday 09/20/19.

#### **Assignment 07: Literature Review Annotated Bibliography**

Worth 100 points, or 10% of the student's final grade, the literature review annotated bibliography is an opportunity for students to help organize the research they are conducting on their topic. Students will have at least twelve peer-reviewed articles (or other scholarly sources) they have selected. Papers will be graded according to the APA research paper rubric. Paper are to include a title page, running head, and a title at the beginning of the paper. The annotated bibliography will list the APA formatted reference list entry (include without indent) followed by between one and three paragraphs summarizing the article. The literature review annotated bibliography is to be submitted via My Heritage no later than Friday 10/04/19 at 11:55 PM.

#### **Assignment 08: Literature Review**

Worth 100 points, or 10% of the student's final grade, for the literature review will take student's research and synthesize the findings. One way of conceptualizing this synthesis is to look for common themes and topics that the various sources articulate and to help bring them all together to form a type of story or argument. In most academic writing, writers are making a case for a specific point of view. They examine the literature sources and paraphrase the information within them (using appropriate APA in-text citations along with their corresponding reference list entries) to set out descriptive arguments showing that point of view. Note that it can be appropriate to make a direct quote from these articles, but when synthesizing information, the purpose is to combine information from various sources. That means that summaries and paraphrased writing is preferred. The literature should be between nine and 12 paragraphs in length. It will be submitted via Moodle no later than ~~Friday 10/18/19~~ **Sunday 10/20/19** at 11:55 PM.

### **Assignment 09: Peer Review – Literature Review**

Worth 25 points, or 2.5% of the student's final grade, the literature review peer-review will use the rubric to assess two fellow classmate's writing. Each of the peer-reviews is meant to provide beneficial and useful feedback. The workshop module on Moodle will also allow the student to submit a self-assessment using the same rubric. Each student will be randomly assigned two fellow classmates to provide feedback to via the Moodle website. Grades for the peer review will be based on the quality of the review and scoring given. Both peer-reviews should be submitted no later than 11:55 PM on Friday 10/25/19.

### **Assignment 10: Research Question**

Worth 50 points, or 5% of the student's final grade, the research question will present a research question related to the chosen topic. The paper will be submitted via My Heritage no later than 11/01/19 at 11:55 PM. The document should include a title page, running head, and title at the beginning of the paper. It should be at least a paragraph in length. Any sources cited would require both in-text citations along with their corresponding reference list entries.

### **Assignment 11: Research Proposal**

Worth 100 points, or 10% of the student's final grade, the research proposal is a document describing the approach you would take to answer your research question, including your research approach, methods, participant selection, and data analysis procedures. For social work students who will be taking the second semester of this course sequence during the Spring, it can be helpful to think of this as a program evaluation. During the Spring semester, you will be working in groups to complete a program evaluation. While this assignment is not required to exactly follow that research project, it might be helpful to use it in preparation for that assignment. The paper will be submitted via My Heritage and should include a title page, running head and title at the beginning of the paper. It should be between four and six paragraphs in length. It should be submitted no later than ~~Friday 11/15/19~~ **Sunday 11/17/19**.

### **Assignment 12: Peer Review–Research Proposal**

Worth 25 points, or 2.5% of the student's final grade, the research proposal peer-review will use the rubric to assess two fellow classmate's writing. Each of the peer-reviews is meant to provide beneficial and useful feedback. The workshop module on Moodle will also allow the student to submit a self-assessment using the same rubric. Each student will be randomly assigned two fellow classmates to provide feedback to via the Moodle website. Grades for the peer review will be based on the quality of the review and scoring given. Both peer-reviews should be submitted no later than 11:55 PM on Wednesday 11/20/19.

### **Assignment 13: Final Paper - Literature Review and Research Proposal**

Worth 200 points, or 20% of the student's final grade, the literature review and research proposal assignment is used as a Key Assignment<sup>1</sup>. It will be submitted via Chalk and Wire (details to come later in the semester) no later than Friday 11/22/19 at 11:55 PM. This assignment is the culmination of the previous assignments. It should incorporate feedback from your classmates and teacher. Students will

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<sup>1</sup> A key assignment is a tool used by the School of Social Work to assist in implementing the curriculum across the various Heritage University campuses. This assignment is given at each site with the same grading rubric.

combine their introduction, theoretical framework, literature review, research question, and research proposal into one paper, editing and revising as necessary to produce a superior product.

This paper is to be written in APA format both regarding the use of strong academic writing along with proper formatting. It should contain a title page, running head, abstract, title at the beginning of the paper, and reference list. The final grade for the paper will be assigned via the APA research paper rubric. It should be approximately 1,250 to 1,500 words in length.

This assignment is designed to offer student the opportunity to demonstrate competency four, which is to “engage in practice-informed research and research-informed practice” (CSWE, 2015, p. 8). The practice behaviors rubric will be used to assess the student’s competency. The following is the language used in education and policy standards for the CSWE (2015):

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:

...

- 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. (p. 8)

#### **Assignment 14: [Extra Credit] Selected Population Literature Review**

The selected population literature review is a non-mandatory extra credit assignment. It should be submitted no later than 11:55 PM 11/15/19. The assignment is to be uploaded to the My Heritage classroom forum. Grades for the assignment will be included in the submission of final course grades. The paper should be approximately 1,250 to 1,500 words in length. Worth up to 100 points, or 10% of the students final grade, it will be assessed according to the APA research paper rubric as described in the syllabus. While extra credit can be given for completion of this assignment, the total points in the class are unable to exceed 1,000 points, and thus any extra credit points gained which go over the total class grade would be not be included in the final grade. Late submission is not accepted for this assignment.

This paper is a literature review of a selected population. The paper should be written in APA format both regarding the use of strong academic writing along with proper formatting. The paper will generally include an introduction, description of the population, common characteristics of the the population, needs and interventions described in the literature for that population, along with appropriate interventions.

## Final Grading

Final grades will be assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>	<b>GPA</b>	<b>Description</b>
A	93 to 100	4.0	Excellent
A-	90 to 92.99	3.7	
B+	87 to 89.99	3.3	
B	83 to 86.99	3.0	Above Average
B-	80 to 82.99	2.7	
C+	77 to 79.99	2.3	
C	73 to 76.99	2.0	Average
C-	70 to 72.99	1.7	
D+	67 to 69.99	1.3	
D	63 to 66.99	1.0	Below Average
D-	60 to 62.99	0.7	
F	0 to 59.99	0.0	Failure

## 8. Academic Honesty

Academic honesty is paramount for a successful learning environment, Heritage University (2015a) policy states:

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it.

Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty ("Academic Honesty," para 1).

## 9. Attendance

Regular attendance and participation in class is expected and considered essential for successful academic work. Attendance will be documented every class period for face-to-face courses. For online and hybrid courses, weekly online assignments are due to confirm attendance. If you must miss any deadline, communication is essential. If an unavoidable absence occurs, communicate as soon as possible. Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for the class work missed.

Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Call them at (509) 865-0440 ext. 2001 or email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu). However, if I do not hear from you, the Heritage University (2015b) catalog attendance policy states "a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor" (para. 2). Prior to any such action, I will submit a Faculty Advocacy Request asking Student Affairs to contact you. Your success in this class is my primary goal. I look forward to working with you this semester.



## 10. Library

The Donald K. North library is dedicated to providing students and faculty with access to scholarly research resources. Students can access more than 90 databases to search articles from scholarly/academic journals, magazines, newspapers, and more. Two study rooms are available for students to reserve and technology loans, such laptops and tablets, are also available to check-out. The librarians are here to assist you! <http://libguides.heritage.edu/friendly.php?s=librarystart>

The librarians can help you locate, select, and cite appropriate sources for your research and assignments. For research and general assistance, feel free to stop by. You may also contact a reference librarian by phone at (509) 865-8520, or email ([library@heritage.edu](mailto:library@heritage.edu)). Feel free to use the chat widget or for in-depth questions, use the online consultation service. All these are on the library's website, <http://libguides.heritage.edu/friendly.php?s=librarystart>.

The library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and is located in the Kathleen Ross, snjm Center. In order to access the online research databases from an off-campus location, you will be prompted to log-in with your MyHeritage account.

## 11. Appointments and Questions

At times, students will need additional assistance with concepts or assignments. You are responsible for seeking assistance if needed. Please ask for assistance as soon as possible. Early intervention makes success much more possible. I am very responsive and reachable. Feel free to contact me by email, phone, text, or after class. I do not have a specific office day or office hours, but I would be more than willing to schedule a time to meet.

## 12. Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in Heritage University: President's Cabinet (2013) credit hour requirements. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or
- (2) At least an equivalent amount of work as required in item (1) of this definition for other academic activities as established by Heritage University, including laboratory work internships, practicum, studio work and other academic work leading to the award of credit hours ("Policy Standard/Procedures," para. 2).

### **13. Campus Security & Safety** (In an emergency, call 911)

Campus Security Services provides the following services to Heritage University staff, faculty and students:

Employee training; Student training; Increased lighting and security camera systems; Help with vehicle lockouts; Security escorts to vehicle; Assistance with calling for a tow truck; and a Secure lost-and-found area. For these services, please call: 509-865-8555 or on campus from any phone, ext. 8555, or go to this link: <http://www.heritage.edu/safety-security/campus-security/>

Important: The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of on campus emergencies and campus closures. You are encouraged to enroll in Rave Mobile Safety program by logging into <https://www.getrave.com/login/heritage>. Free to the student and standard text rates apply. Regional Sites, please reference the Host Campus Security Information and Emergency Safety Plan.

The CBC Campus Security Department is dedicated to protecting the lives and property of all students, staff, and visitors while helping to promote the overall mission of the College to uphold an environment that provides opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher educational achievements in an environment that is safe and hazard-free. CBC Campus Security can be contacted at (509) 542-4777 and more information can be found online at their website <https://www.columbiabasin.edu/index.aspx?page=19>

### **14. Accommodation Policy**

Americans with Disabilities Act of 1990 (ADA Policy): The current law of the Americans with Disabilities Act of 1990, states that “a disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual. The ADA law prohibits discrimination and ensures that individuals with disabilities have the same opportunities to participate in the mainstream of American life – to enjoy employment, education, to purchase goods, to participate in State and local government programs and services.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with documented disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment.

Contact Information:

Yovanna Cook, MSW. Mental & Social Health Counselor / ADA Specialist  
Office: 509-865-8544, Fax: 509-865-8693  
E-mail: [OfficeofAbilityServices@heritage.edu](mailto:OfficeofAbilityServices@heritage.edu)  
Petrie Hall, Office 125

For more information about student ability services on campus, please visit: <http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

## 15. Tentative Schedule

Week	Date	Content	Reading Assignment	Due Dates
1	<b>Tuesday 8/20/19</b>	<b>Special Joined Class</b> Course introduction, overview, and Expectations		
2	<b>Thursday 8/29/19</b>	<b>Special Joined Class</b> Topics and Introductions	DeCarlo (2018) chapters one and two	<b>Assignment 03: introduction</b> due <b>Sunday 09/01/19</b> at 11:55 PM <i>via Moodle</i>  <b>Assignment 02: reading quiz</b> for chapters one and two are due at 5:30 PM prior to class <i>via My Heritage</i>
3	9/5/19	Peer Review: Introductions Research and Ethics	DeCarlo (2018) chapter five	<b>Assignment 04: peer review introduction</b> due Friday 09/06/19 at 11:55 PM <i>via Moodle</i>  <b>Assignment 02: reading quiz</b> for chapter five is due at 5:30 PM prior to class <i>via My Heritage</i>
4	9/12/19	Theoretical Frameworks	DeCarlo (2018) chapters six and seven	<b>Assignment 05: theoretical framework</b> due <b>Sunday 09/15/19</b> at 11:55 PM <i>via Moodle</i>  <b>Assignment 02: reading quiz</b> for chapters six and seven are due at 5:30 PM prior to class <i>via My Heritage</i>
5	N/A	<b>Online Only – No Physical Class.</b> Complete assignment 06: peer review theoretical framework		<b>Assignment 06: peer review theoretical framework</b> is due Friday 09/20/19 at 11:55 PM <i>via Moodle</i>
6	9/26/19	Exploring the Literature Part I	DeCarlo (2018) chapter three	<b>Assignment 02: reading quiz</b> for chapter three is due at 5:30 PM prior to class <i>via My Heritage</i>

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Reading Assignment</b>	<b>Due Dates</b>
7	10/3/19	Exploring the Literature Part II	DeCarlo (2018) chapter four	<p><b>Assignment 07: literature review annotated bibliography</b> is due Friday 10/04/19 at 11:55 PM <i>via My Heritage</i></p> <p><b>Assignment 02: reading quiz</b> for chapter four is due at 5:30 PM prior to class <i>via My Heritage</i></p>
8	10/10/19	Organizing the Literature	DeCarlo (2018) chapter 14	<p><b>Assignment 02: reading quiz</b> for chapter 14 is due at 5:30 PM prior to class <i>via My Heritage</i></p>
9	10/17/19	Literature Reviews	DeCarlo (2018) chapters 9 and 10	<p><b>Assignment 08: literature review</b> is due <b>Sunday 10/20/19</b> at 11:55 PM <i>via Moodle</i></p> <p><b>Assignment 02: reading quiz</b> for chapters 9 and 10 are due at 5:30 PM prior to class <i>via My Heritage</i></p>
10	N/A	<b>Online Only – No Physical Class.</b> Complete assignment 09: peer review literature review		<p><b>Assignment 09: peer review literature review</b> is due Friday 10/25/19 at 11:55PM <i>via Moodle</i></p> <p><b>Midterm Grades Tentatively Due</b> by instructor Monday 10/21/19 at 5:00 PM</p>
11	10/31/19	Research Questions	DeCarlo (2018) chapter eight	<p><b>Assignment 10: research question</b> is due Friday 11/01/19 at 11:55 PM <i>via My Heritage</i></p> <p><b>Assignment 02: reading quiz</b> for chapter eight is due at 5:30 PM prior to class <i>via My Heritage</i></p>
12	11/7/19	Quantitative Research Methods	DeCarlo (2018) chapter 11 and 12	<p><b>Assignment 02: reading quiz</b> for chapters 11 and 12 are due at 5:30 PM prior to class <i>via My Heritage</i></p>

Week	Date	Content	Reading Assignment	Due Dates
13	11/14/19	Research Proposals	DeCarlo (2018) chapter 15 and 16	<p><b>Assignment 11: research proposal</b> is due <b>Sunday 11/17/19</b> at 11:55 PM via Moodle</p> <p><b>Assignment 02: reading quiz</b> for chapters 15 and 16 are due at 5:30 PM prior to class via My Heritage</p> <p><b>Assignment 14: [extra credit] selected population literature review</b> is due Friday 11/15/19 at 11:55 PM via My Heritage</p>
14	11/21/19	Qualitative Research Methods	DeCarlo (2018) chapter 13	<p><b>Assignment 12: peer review research proposal</b> is due <u>Wednesday 11/20/19</u> at 11:55 PM via Moodle</p> <p><b>Assignment 02: reading quiz</b> for chapter 13 is due at 5:30 PM prior to class via My Heritage</p> <p><b>Assignment 13: final paper literature review and research proposal</b> is due Friday 11/22/19 at 11:55 PM via Chalk and Wire</p>
15	N/A	No Class for Thanksgiving Holiday		
Finals Week	Tuesday 12/03/19	<b>Special Joined Class</b> Semester Celebration and Potluck		<b>Final Grades Due</b> by instructor Wednesday 12/11/19 at 5:00 PM

## 16. Reference

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Spi ed.). Washington, D.C.: Amer Psychological Assn.
- Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12102. (2008).
- Council on Social Work Education. (2015). Educational policy and accreditation standards. Retrieved from <http://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

DeCarlo, M. (2018) *Scientific inquiry in social work*. Retrieved from <https://scientificinquiryinsocial-work.pressbooks.com>

Heritage University. (2015a). Academic policies: Academic honesty. Retrieved from [http://catalog.heritage.edu/content.php?catoid=8&navoid=758#academic\\_honesty\\_policy](http://catalog.heritage.edu/content.php?catoid=8&navoid=758#academic_honesty_policy)

Heritage University. (2015b). Academic policies: Attendance. Retrieved from <http://catalog.heritage.edu/content.php?catoid=8&navoid=758#attendance>

Heritage University: President's Cabinet. (2013, December 10). Credit hour policy. Retrieved from <http://www.heritage.edu/AboutHeritage/PresidentsWelcome/PresidentsCabinet/CreditHour-Policy.aspx>

## 17. Appendices

### A. APA Research Paper Rubric

The APA research paper rubric is used to evaluate written research style papers. The rubric assesses students base on the following aspects: paper content, APA formatting, spelling, grammar, timeliness, and length. The following assignments in this course will be graded according to the APA research paper rubric: assignment 13 literature review and research proposal and assignment 14 [extra credit] selected population literature review

### B. Competency Four Practice-informed Research and Research-informed Practice Rubric

The competency four practice rubric is designed to assess the specific practice behaviors as described by the CSWE (2015) in relationship to student's assignment 13 literature review and research proposal.

## A. APA Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Paper Content: General Content</b> (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false and or misleading information.	The paper tangentially follows the course syllabus but misses some of the major aspects of the assignment directly. It presents mostly relevant facts but lacks the ability to connect the research to a broader understanding of the area of study.	The paper appears to fit within the general idea of the assignment description but is disconnected from the finer points of the assignment implementation. The paper is based on credible sources and develops an argument for the information being presented	The content of the paper is of high quality and written scientifically, using accurate sources and information. It adheres to the assignment description.
<b>Paper Content: Organization</b> (logical order, smooth transitions, and logical reasoning)	The paper content is disconnected, and it is difficult to follow themes and ideas throughout the paper. The paper jumps between these themes and ideas without any type of transition. The paper is either driven by emotional or individualized arguments, lacking any research-based evidence or logical reasoning.	The paper content is generally presented in a logical sequence. The themes of the paper are not properly grouped. There are limited transitions used. Some of the paper includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not properly grouped. Most of the themes include transitions. The basis of the paper is mostly using research-based evidence or logical reasoning.	The paper content is presented in a logical order. Themes and ideas are presented in the paper use smooth transitions. The argument being presented in the paper uses logical reasoning and are based on presented research-based evidence.
<b>Paper Content: General Feel</b> (compelling and interesting writing)	The paper content is difficult to read. There is a lack of variation in vocabulary and writing techniques.	The paper content is readable. There is limited variation in writing techniques and vocabulary.	The paper content is interesting. There is some variation in writing techniques and vocabulary.	The paper content is written in a way that is compelling and encourages the reader to continue to read. There is a variance in writing techniques and vocabulary that is used to introduce topics.
<b>APA Formatting: Tone</b> (preferred terminology, formally written, and appropriate use of first person)	The paper inappropriately uses first person in multiple instances. There are multiple examples of colloquial phrases and or informal manners of writing. The topics are not clearly identified or described. There are many problems with APA writing conventions and style.	There are a couple of uses of first person. The paper has much of it that is written more formally and follow the APA writing conventions.	The paper is predominantly written using the third person, with one slip into inappropriately used first person. Colloquial phrases are limited in their use and the paper is generally written formally. Most of the APA writing conventions are used.	The paper is written using third person, does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The paper appropriately uses APA writing conventions (i.e. numbers, quotes, abbreviations, etc.)
<b>APA Formatting: Page Format</b> (paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to APA formatting.	The paper has three or four problems related to APA formatting.	The paper has one or two problems related to APA formatting.	The paper has no found problems related to APA formatting. The paper includes a title page, an abstract if required by the syllabus, a title at the beginning of the paper, and a reference page. The headings for

Description	Initial	Emerging	Developed	Highly Developed
				these pages are correctly labeled. The paper is double-spaced. There is a running head <sup>2</sup> .
<b>APA Formatting: Reference List</b> (reference style and formatting)	The reference list does not look like it follows the APA formatting, or it is completely lacking in a reference list.	The reference list has some entries in that do not fit into the APA reference entry formats. There are many problems with formatting errors.	The reference list generally looks like a properly formatted reference list. There are some minor errors related to missing pieces of information or formatting issues (potential problems with italics, periods, and or commas).	The reference list looks like an APA reference list (i.e. double spaced, hanging indent). Authors names are correctly formatted. The reference list includes proper use of italics and appropriate information is included in the each of the entries with proper formatting. The proper type of reference list entry is used for each reference.
<b>APA Formatting: In-Text Citation</b> (inclusion of style and formatting)	The paper is lacking in in-text citations. Any citations that are used do follow the APA formatting.	The paper includes limited information that should be cited, but no in-text citations are included. There are errors in formatting the citations.	The paper in-text citations in all required parts. There are some more minor errors in the formatting of the citations or missing necessary information. The citations look generally like APA in-text citations.	In-text citations are used in all parts of the paper that are not the writer's original ideas as necessary. The in-text citations are formatted correctly and include all of the necessary information. Variation of citation styles are used in the writing.
<b>Spelling and grammatical</b> (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
<b>Timeliness</b>	The paper is submitted more than 48 hours after the deadline as described in the syllabus.	The paper is submitted 48 hours after the deadline as described in the syllabus.	Paper is submitted within 24 hours of the deadline as described in the syllabus.	Paper submitted prior to the deadline listed in the description.
<b>Length</b>	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

<sup>2</sup> which is labeled on the first page and included in subsequent pages along with a page number



## B. Competency Four Practice-informed Research and Research-informed Practice Rubric

Competency	Paper Component	Performance			
		Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Introduction	Topic is introduced	Topic is weakly introduced	Topic is adequately introduced	Topic is clearly introduced
		No attempt at framing is evident	Topic is framed either nationally, at the state level, or locally	Topic is framed nationally and/or at the state level and locally	Topic is framed nationally, at the state level, and locally
		The significance of the topic is not conveyed	The significance of the topic is weakly conveyed to the reader	The significance of the topic is adequately conveyed to the reader	The significance of the topic is clearly conveyed to the reader
	Theoretical Framework	No theoretical framework is presented	At least one theoretical framework is weakly presented	At least one theory/theoretical framework is adequately presented with a basic understanding of that framework demonstrated	At least one theory/theoretical framework is clearly presented with an in-depth understanding of that framework demonstrated
		No attempt to relate theoretical framework to the topic is present	Theoretical framework is weakly related to topic	Theoretical framework is adequately related to topic	Theoretical framework is clearly related to topic
	Research Question	No attempt to present a research question is evident or research question is unclear	Research question weakly presented	Research question adequately presented	Research question clearly presented
		No relationship is established between variables	A weak relationship is established between independent and dependent variables	An adequate relationship is established between independent and dependent variables	A clear relationship is established between independent and dependent variables
	Research Proposal	No research approach is identified	The selected research approach is weakly presented	The selected research approach is adequately presented and justified	The selected research approach is clearly presented and justified
		Presentation of methods for data collection and/or participant selection/sampling are missing	Methods for data collection and participant selection/sampling are weakly presented	Methods for both data collection and participant selection/sampling are adequately presented and justified	Methods for both data collection and participant selection/sampling are clearly presented and justified
		Methods for analyzing data are not presented	Proposed methods for analyzing the data are weakly presented	Proposed methods for analyzing the data are adequately presented	Proposed methods for analyzing the data are clearly presented
Use and translate research evidence to inform and improve practice, policy and service delivery.	Literature Review	Either little appropriate evidence is presented, or the evidence presented is not tied to either the argument or the research question	Weak/not clearly relevant research is weakly presented	Somewhat relevant research is clearly presented	Relevant research is clearly presented
		Research from fewer than eight academic/peer-reviewed articles is presented	Research from at least eight academic/peer-reviewed articles is presented	Research from at least ten academic/peer-reviewed articles is presented	Research from more than ten academic/peer-reviewed articles is presented
		No attempt at organization or synthesis is evident	Research is weakly organized and synthesized	Research is adequately organized and synthesized	Researched is well organized and synthesized