COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of this course is to enhance student knowledge and skills in the application of social science research methods to Advanced Generalist social work in a rural context. Students must execute an independent social work research project under the supervision of the instructor. SWK 520 prepares the student to develop research questions, aims and objectives and a conceptual framework. Based on the preparatory work, the student must now collect data using appropriate social science designs and research methods. The data must be analyzed and appropriate conclusions drawn from the findings of the research. The final outcome will be a research report based on empirical evidence. This research report must be a high quality, professional document appropriate for enhancing the knowledge base of professional colleagues.

The research practicum requires the student to integrate and apply all of the research knowledge, values, and skills into the formulation of practical research question. The student must then demonstrate application of knowledge, values, and skills in the completion of a professional social work research report dealing with issues relevant to the mission of the MSW program. The research practicum serves as part of the comprehensive examination for graduation.

REQUIRED TEXTS:
II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single specialization/specialized practice: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

Advanced generalist practice builds on the generalist foundation, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:
• The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
• Specialized evidence-based interventions with systems of all sizes.
• Differential evaluation techniques with systems of all sizes.
• Strategies to advocate for clients and constituencies influenced by rural lifestyles.
• Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

*The United States Census Bureau* (urbanized areas, urban clusters, and rural populations);
*Office of Management and Budget* (metropolitan, micropolitan, and non-core), *Economic Research Service* (rural urban continuum codes); and *the United Nations* that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

### III. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

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

IV. STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities. Students will demonstrate the ability to recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems. (Competency 1)

2. Students will demonstrate the ability to identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels. Students will demonstrate the ability to supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk. (Competency 2)

3. Students will demonstrate leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities. Students will provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments. (Competency 3)

4. Students will demonstrate the ability to identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)

5. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. Students will demonstrate leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas. (Competency 5)

6. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)
7. Students will select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context. Students will provide leadership to adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context. *(Competency 7)*

8. Students will design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context. Students will demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients. Students will apply leadership skills to supervise the design and implementation of advanced intervention strategies. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. *(Competency 8)*

9. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. Students will develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness. *(Competency 9)*

V. INSTRUCTIONAL METHODS

This class will be conducted in a lecture and individual and group supervision format. Students will work autonomously to execute an applied social work research project.

*Each student will plan and implement an individual research project.* As a continuation of their work in SWK 520 the lecturer will work with students as well as in group supervision sessions to further design the research instruments, collect and analyze the data and present the research paper in a professional format.

The instructor will provide supervision to the students conducting the research. Throughout the semester the students will be expected to be prepared, to submit written drafts of, and to discuss their research projects with the class. Students will be expected to be active learners. Students have to make sure they the instructor signs the research supervision form. This form must be submitted to the instructor with the research report.

The instructor will provide information in each class which will guide the student in the research project. It is important that the student keeps up with the time guideline provided by the lecturer.

The research report submitted at the conclusion of this course is an extremely important document as it represents a significant portion of the comprehensive examination required for graduation.

VI. COMPUTER REQUIREMENTS
This course will utilize D2L to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu

VII. COURSE SCHEDULE

The schedule listed is approximate, since much of the flow and progress of the course will be dependent on the needs of the students who are enrolled. There will be individual sessions scheduled with each student as well as group supervision sessions. You have to attend class as required. This is a research practicum and the following is a schedule which may change based on your individual needs. There are 16 weeks this semester. Spring break is not included in this outline.

Week 1: Introduction, Overview, Requirements
Research Project Plan
Planning the Research Study (time-line and goals)
Design and finalization of the Institutional Review Board application (IRB)
Include: Grand Challenges and Social, Economic and Environmental Justice Ethics
Readings:
Thyer (2017)
Csiernik and Birnbaum (2017)
Reamer (2013)
NASW Code of Ethics (2017)

Week 2: Research Plan Discussion (planning)
Submit Research Plan
Include specific dates
Individual supervision based on research plan
Knowledge, values, skills, cognitive and affective processes
Readings:
Broadhurst (2016).
Williams (2013 and 2016).

Week 3: Research Plan Discussion (implementation)
Data Collection Plan
Instrument Completion
Final requirements for sample
Preparation of research participants
Readings:
Barusch et al. (2011).
Csiernik and Birnbaum (2017)
Week 4: Data Collection
Submit Data Collection
Instruments and Protocols
Supervision specific to Data Collection
Reading:
Broadhurst, K. (2016)
Hung (2017)

Week 5: Data Collection
Data Preservation
Data validity, reliability and trustworthiness measures
Reading:
Broadhurst, K. (2016)

Week 6: Data Collection
Submit Data Analysis
Data collection verification
Data Preservation
Confidentiality
Reading:
Broadhurst, K. (2016)
Reamer (2013)

Weeks 7: Individual supervision and research project update

Week 8: Writing the research report
Sections – introduction, research objectives and purpose, literature review, methodology, guiding questions, hypotheses, data collection methods and protocol, limitations of the study, ethical issues
Readings:
Knoepke (2017).
Williams (2013 and 2016).

Week 9: SPRING BREAK
Week 10: Data Analysis
Data analysis methods
Using data to inform conclusions and recommendations
Using data to practice, policy, advocacy and inter-professional education
Presenting the data analysis
Readings:
Knoepke (2017).
Sheppard, M. (2016)

Week 11: Results, Conclusions and Recommendations
Conclusions – specific to methodology, literature review and findings
Recommendations – policy, advocacy, practice, inter-professional collaboration, further research
How to compile the report
Readings:
Lohmeier (2016).
Oliphant (2013)
Reamer (2013)

Week 13: Final Report
DUE DATE: Submit research report

Week 14: Individual Feedback on Research Report
Individual supervision

Week 15: Preparation for Final Dissemination

Week 16: Poster Presentations

VIII. COURSE REQUIREMENTS

In this course students will collect, analyze, and interpret data for the research projects initially begun in SWK 520. These topics are in the process of being approved by the instructor, School research committee, and the IRB. At the end of the semester the students will be able to present their research in a number of formats. The research paper (in the form of a research report) will serve as the primary graded requirement of the course. Again, each research paper must clearly indicate a connection to rurality and advanced generalist social work practice.

You have to keep all your documentation including supervisions forms, articles, assignments (sections), feedback from the instructor, instruments and data in a binder.
Students are expected to attend all class and supervision sessions. Because this class serves as a laboratory for learning/practicing skills and techniques, class participation is an important part of the student’s learning experience. Absences and/or a persistent pattern of lateness will affect a student’s grade. See attached descriptions of assignments. In all written assignments, students are expected to use APA style. Plagiarism will not be tolerated and assignments will be given an automatic F.

<table>
<thead>
<tr>
<th>Final Research Paper</th>
<th>200</th>
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<tbody>
<tr>
<td>Oral/Poster Presentation</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
<td>300</td>
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</tbody>
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A = 270-300
B = 240-269
C = 210-239
*D = 180-209
*F = 179 or less

* Not applicable as credit toward graduate degree

IX. ACADEMIC INTEGRITY

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic
Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy on grades: [http://www.sfasu.edu/policies/5.5_course-grades.pdf](http://www.sfasu.edu/policies/5.5_course-grades.pdf)

**Acceptable Student Behavior**

The MSW Student Handbook and Academic and MSW Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources
or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

X. STUDENTS WITH DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf
Assignment: Final Research Paper
Research Report
200 points
DUE APRIL 22, 2019

For the purpose of the research practicum you have to select a research topic relevant to the rural context. Your research topic has to build on the work you have done in SWK 520. Your research topic has to be approved by your instructor, the School of Social Work’s research committee and the Institutional Review Board (IRB). Building on your proposal as developed in SWK 520 you have to develop and implement a project plan. You have to show evidence that you are able to implement every step of the research process. You will be guided through the process by means of individual supervision, group supervision and class discussions. The final product of your research project is a comprehensive research report. The research project is based on an individual research project and group projects or reports are not allowed. The research report will provide evidence of your ability to master the research process. The report should be outlined in the suggested format (minimum requirements). Your report must be handed in with the course binder as discussed under course requirements. You must hand in the research supervision form with each supervision session.

Cover Page (Title of Project, Student Name, IRB Approval #, SWK 530, Name of Instructor)

Abstract

Index Page

Section 1: Introduction
- A short introduction which will help the reader to know what to expect in the report (half page)
- Problem formulation – literature (2 pages)
- Rationale for the study (2 pages)
- Research questions and/or hypothesis (Half page)
- Aims and objectives of the study (Half page)
- Discussion of concepts related to the study (3 pages)
- Limitations and ethical considerations (1 page)
- Ethical issues

Section 2: Literature Review (15 pages)
- Start with a discussion on the reasons for the selection of literature
- Make sure you include the concepts (parameters of the study) as discussed in Section 1
- Provide a synthesis at the end of your literature review

Section 3: Research methodology (10 pages)
• Research methods and overall objectives
• Research design
• Research methods in terms of collection and analysis (including the data collection instrument and sampling)
• Data collection
• Data analysis

Section 4: Results (10 pages)
• The results of the empirical study
• Graphs, tables, analysis frameworks as relevant to the specific method of data collection
• The interpretation of the results

Section 5: Conclusions and recommendations (5 pages)
• Basic conclusions based on the results
• Recommendations based on the results and conclusions
• Recommendations in line with your aim and objectives
• Summary

Bibliography / Reference List

Addendums / Appendices

Minimum Requirements:

1. Your writing should reflect analytical thinking and scientific reasoning
2. The research report should be written in APA style
3. Font size: 12
4. Spacing: One and a half
5. The pages indicated are the maximum pages (not the minimum)
6. References: 25 journal articles and/or book chapters
7. You will be asked to show your raw data to the instructor – keep in a binder.

Poster Presentation
Date will be announced
100 points

After completion of your research study you will be required to make a presentation to the class on the results of your study. Your presentation should be in a poster format. It should provide evidence of the research methodology as well as the research results.
If you are presenting a poster at a conference, it will count towards this assignment. It has to meet the minimum requirements of the poster presentation.

Minimum requirements:
1. The poster must include title, student name, course number, instructor’s name, IRB approval #, purpose and objectives of the research, research questions and/or hypotheses, research methodology (design, sample, data collection and analysis), findings, conclusions and recommendations and a reference list.
2. Professional dress is required when presenting the poster. You will engage in conversations with faculty and agency partners.
3. Posters must be ready for presentation at least 30 minutes before class starts at 4pm. This implies the poster should be on the presentation wall and you must be present to answer questions.
4. Your poster should be a single sheet, professional prepared and printed. No handmade posters will be accepted. Posters can be landscape or portrait format. Poster size examples will be shown in class.
SWK 530 Grading Outline

Student: [Student's Name]  
Instructor: Dr. Oliphant  
Dr. Simbi  
Dr. Carbajal

Total Points:  Research Report including supervision session (200)  
Poster (100)

Research Report

<table>
<thead>
<tr>
<th>ITEMS</th>
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<tbody>
<tr>
<td><strong>TECHNICAL ISSUES AND STRUCTURING OF RESEARCH REPORT</strong></td>
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<tr>
<td>1. The student handed in a comprehensive research report. The</td>
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<td>report includes the following required sections: (1) abstract,</td>
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<td>(2) index page (3) report (4) addendums (5) raw data and/or data</td>
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<td>sheets. The report follows the outline provided by the instructor.</td>
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<td>2. The research report was written in APA format. The report</td>
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<td>shows consistency of the application of the APA format. Scientific</td>
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<td>writing is reflected in grammar, sentence formulation flow of</td>
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<td>thoughts and level of writing.</td>
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<td>3. Reference list follows APA format and all references are</td>
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<td>recent and related to the topic. If not recent it is evident that</td>
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<td>the use of the reference is relevant.</td>
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<td>4. Reasoning is in a deductive or inductive format or a clear</td>
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<td>combination of both. There is clear evidence that the student</td>
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<td>understands inductive and deductive reasoning.</td>
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<td>5. Critical thinking is reflected in literature review and research</td>
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<td>plan ( evidence of reading about topic, ability to critique</td>
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<td>current literature/research, ability to think innovatively)</td>
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<td>6. Analytical thinking is evident in the literature review and the</td>
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<td>research plan (different views, integration, reasoning and</td>
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<td>competency to analyze information)</td>
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<td><strong>RESEARCH METHODOLOGY</strong></td>
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<td>7. The research plan reflects evidence of knowledge of the</td>
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<td>research process</td>
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<td>8. The rationale and problem formulation for the study is clear</td>
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<td>and provides evidence of the student understands of research.</td>
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<td>The problem formulation is written in a scientific manner. The</td>
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<td>student is able to formulate the problem based on policy, practice and experience</td>
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<td>9. The research design is described and the selection of the design is in line with the problem formulation</td>
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<td>10. The instrument is in line with the initial research question and reflects theoretical or literature integration. Instrument reflects good grammar, consistency, research participant acknowledgement, de-identification and technical care. The instrument is professional and shows coherency.</td>
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<td>11. Comprehensive and scientific discussion on the sampling method. Reason for selection of the specific sampling method is clear and reflects an understanding of sampling. It is evident that the student understands the specific sampling method.</td>
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<td>12. The data collection protocol is comprehensive and includes every step of the data collection process (also include trustworthiness, validity and reliability)</td>
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<td>13. Critical and analytical thinking is reflected in all elements of the data collection process (instrument, protocol and sampling)</td>
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<td>14. The selected method of analysis is clear. (The student provides a scientific reason for selecting a specific method of analysis). The method of analysis is consistent with the research question, hypotheses, aims and objectives of study and data collection methodology.</td>
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<td>15. The student provides a comprehensive discussion on the data analysis methodology. This discussion includes references and is written in a scientific manner</td>
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<td>16. The actual data analysis is done in a scientific manner. <strong>Quantitative analysis:</strong> The student ran appropriate statistical tests to (1) describe the sample (2) test correlations where appropriate. <strong>Qualitative analysis:</strong> The student followed a process of open coding, categorizing, axial coding and comparative coding</td>
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<tr>
<td><strong>RESULTS</strong></td>
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<td>17. The results are presented in a manner consistent to the data analysis method. <strong>Quantitative analysis:</strong> The results are interpreted by the student. The discussion of results are comprehensive and in line with graphs and tables (descriptive and correlation). The results reflect interpretation and analytical thinking skills. <strong>Qualitative analysis:</strong> The results are presented as themes. These themes are formulated in a scientific manner. The themes reflect interpretation and analytical thinking skills.</td>
<td>/20</td>
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18. The results are presented in a scientific manner consistent with the method of analysis. The quantitative results are presented by means of graphs, tables and discussions (interpretations). The qualitative results are presented by means of a data analysis schedule, evidence of coding and themes. Themes are validated with literature where necessary. /10

19. Critical and analytical thinking is reflected in all elements of the data analysis process and presentation of the data. /5

**CONCLUSIONS AND RECOMMENDATIONS**

20. The conclusions are based on the results of the study. Evidence of critical thinking is reflected in the conclusions. The conclusions are written in a scientific manner, reflecting academic writing /5

21. The student formulated:
   (1) Theoretical Conclusions
   (2) Methodological Conclusions
   (3) Empirical Conclusions /10

22. The recommendations are relevant to based on the conclusions. The recommendations are scientifically formulated and reflect academic writing
   (1) Practice
   (2) Policy
   (3) Social Work Education
   (4) Further Research. /10

23. The conclusions and recommendations are consistent with the research question, hypotheses, aims and objectives of study and data collection methodology /5

24. The student made use of all opportunities to participate in supervision and the report reflects discussions during supervision. The student consulted with other role-players (key informants, supervisors, librarians and other researchers) /20

**Total** /200
### Poster Presentation

<table>
<thead>
<tr>
<th>ITEMS</th>
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<tr>
<td>5. The poster provides information specific to the research and identifies all aspects of the research (in a condensed format). The includes the title, student name, course number, instructor’s name, IRB approval #, purpose and objectives of the research, research questions and/or hypotheses, research methodology (design, sample, data collection and analysis), findings, conclusions and recommendations and a reference list.</td>
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<tr>
<td>6. The student reflects professional behavior and demeanor during the presentation. This includes professional dress. The student is able to answer relevant questions in a comprehensive and correct manner.</td>
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</tr>
<tr>
<td>7. The poster was ready for presentation and on the presentation wall 30 minutes before 4 pm.</td>
<td>/20</td>
</tr>
</tbody>
</table>

**Total** /100


