SOCW 4355.091 Research Practicum Fall 2021

**Class Days and Time:** Wednesday, 4 to 6:30 pm  
**Class Location:** SWK 203

**Faculty:** S. Cooper, PhD, LCSW  
**SWK Office:** SWK 120  
**Phone:** 936.468.2845  
**Email:** scooper@sfasu.edu

**Office hours:** Tuesday, 930 am – 12 noon; Wednesday, 1 – 330 pm; Thursday, 830 am – 12 noon, 2 – 330 pm; available other times by appointment.

**Prerequisites:** SWK 373 & SWK 372

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**COURSE SYLLABUS**

I. **COURSE DESCRIPTION**

The purpose of this course is to enhance students’ knowledge and skills for the application of social science research methods within generalist social work practice. The primary goal is to develop the students’ use and appreciation of scientific knowledge for practice. This includes the study and integration of knowledge, skills and values in decision-making in the areas of social work values and ethics, diversity, social and economic justice, population-at-risk, human behavior and the social environment, social welfare policy and services, and social work practice. The course will build on research skills learned in Sociology 378 and 379. The course emphasizes the importance of identifying, selecting, and evaluating evidence-based practices for application across systems and to a variety of situations. Specifically, it is designed to strengthen the student’s understanding and appreciation for evidence-based practice in preparation for professional competence in the field experience and eventual professional practice.

**REQUIRED TEXT:**


**RECOMMENDED TEXT:**

II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

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 a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.

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

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in 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.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education
IV. STUDENT LEARNING OUTCOMES (SLO) (CSWE COMPONENT BEHAVIORS)

Upon completion of this course, student will be able to:

1. Use practice experience to inform scientific inquiry and develop social work knowledge. (Competency 4).
2. Use research evidence to improve practice and social service delivery to individuals, families, groups, communities and organizations. (Competency 4)
3. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services through evidence-based interventions. (Competency 9).
4. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (Competency 4).
5. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (Competency 4).
7. Demonstrate skills in using evidence-based interventions to advocate for human rights and social and economic justice (Competency 3).
8. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom. (Competency 2)
9. Use evidence-based research in engagement, assessment, prevention, intervention and evaluation with systems of all sizes. (Competencies 6, 7, 8, & 9)
10. Use quantitative and qualitative research to understand scientific and ethical approaches to build knowledge and evaluating practice (Competency 4).

V. INSTRUCTIONAL METHODS

The primary instructional model for this course is collaborative learning. Specifically, I will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, individual projects, and a group presentation. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. In order to be successful in the class, it is important that you attend regularly, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe
learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

VI. COMPUTER REQUIREMENTS

This course will utilize Brightspace to support the delivery of course content (for help with Brightspace go to https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

A limited number of course lectures may be delivered via Zoom (Livestream). In such instances, you will need a computer or mobile device with a camera and a broadband internet connection.

VII. COURSE SCHEDULE

Week 1  Course Overview/APA/D2L/EPAS  
Research and Generalist Social Work Practice  
Evidence-Based Practice  
The Scientific Method  
Social Work Values and Ethics  
Culturally Competent Research  
Readings: Rubin- Chapters 1 & 2; NASW Code of Ethics, Section 5.02; IFSW/IASSW Code of Ethics; Gambrill (1999a); Gambrill (1999b); Gambrill (2006); Munro (2002); CSWE EPAS

Week 2  Step One: The Question  
Engaging the Client  
Assessment (individual, family, group, organization and community)  
Standardized Assessment Measures  
Client Involvement in the Assessment Process  
Formulating the Question (Operationalize the Need)  
In-class Activity 1: Question Formulation  
Approve topics for Assignment A

Week 3  Step Two: Locating the Evidence  
Strategies for Locating Evidence (Effective and Efficient Searches)  
In-class Activity 2: Locating the Evidence  
Class will meet in Steen Library – Location TBA  
Readings: Rubin- Chapter 2 & 3

Week 4  Step Three: Critical Appraisal of the Evidence  
Statistical Decision-Making  
Interpreting Statistics  
Statistical vs. Clinical Significance  
Readings: Rubin- Chapters 4 & 5; Jacobson & Revenstorf (1988)  
Assignment A Due
| Week 5 | Step Three: Critical Appraisal of the Evidence (cont)  
Criteria for Inferring Effectiveness  
Critically Appraising Experiments  
**In-class Activity 3: Critically Appraising the Evidence 1**  
*Readings:* Rubin - Chapters 4 & 5; Toomey & First (1993)  
|---|---|
| Week 6 | Step Three: Critical Appraisal of the Evidence (cont)  
Critically Appraising Quasi-Experiments (Group, Time-Series, & Single Case Designs)  
**In-class Activity 4: Critically Appraising the Evidence 2**  
*Readings:* Rubin - Chapters 6 & 7  
| Week 7 | Step Three: Critical Appraisal of the Evidence (cont)  
Systematic Reviews and Meta-Analyses  
Nonexperimental Quantitative Studies  
**In-class Activity 5: Critically Appraising the Evidence 3**  
*Readings:* Rubin - Chapters 8 & 9; Rubin (2000)  
*Assignment B Due* |
| Week 8 | Step Three: Critical Appraisal of the Evidence (cont)  
Qualitative Studies  
**In-class Activity 6: Critically Appraising the Evidence 4**  
*Readings:* Rubin - Chapter 10; Rubin (2000)  
*Class will be held livestream via Zoom* |
| Week 9 | **No Class – Outside Assignment – Work on Assignment C** |
| Week 10 | Step Three: Critical Appraisal of the Evidence (cont)  
**In-class Activity 7: Critically Appraising the Evidence 5 (see schedule for group meetings)**  
*Readings:* Rubin - Chapters 4-10  
*Assignment C Due* |
| Week 11 | Step Four: Selecting and Implementing the Intervention  
Selecting the Intervention  
Client Values, Needs, Involvement, and Education  
Maintaining Fidelity  
Transparency in the Process  
Role of Practice Wisdom  
Advocating for EBPs  
*Readings:* To be announced  
**In-class Activity 8: Applying the Results** |
| Week 12 | Step Five: Evaluation  
Assessment Instruments  
Designing an Evaluation  
Multi-systemic evaluations  
Practical Issues, Barriers, and Politics  
Disseminating the Findings  
Week 13  Step Five: Evaluation (cont)
In-class Activity 9: Evaluating the Intervention 1
Readings: Marlow & Boone, Chapters 6 & 7; Rubin (1997)

Week 14  No Class – Thanksgiving Break

Week 15  Step Five: Evaluation (cont)
In-class Activity 10: Evaluating the Intervention 2 (see schedule for group meetings)
Readings: Marlow & Boone, Chapters 6 & 7; Rubin (1997)
Assignment D Due

Week 16  Final Exam (4 to 6 pm)

VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussions. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

Cell Phones/Electronic Devices: Given that such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. Please place all such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from your final average.

Livestream Classes/Sessions: When the class meets via livestream (Zoom), you are expected to have your camera on, to be on camera, and to be attentive during the entire session. Specifically, you are to be dressed appropriately, sitting upright, and actively engaged (not wearing your pajamas, lying in bed, lounging, eating, driving, in another room, etc.). If you are not, then you will be counted as absent for the class/session.

B. Readings: The course schedule provides a list of required readings for each week. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

C. Quizzes: A total of 5 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur
at any time during the class period.

Missing a quiz, regardless of the reason, will result in a grade of “0” for the quiz. You will not be able to make-up missed quizzes.

D. **Exams:** You will have a final exam that will assess your ability to apply the course material to a practical situation(s). This will be an essay exam.

**Missing the final exam due to an unexcused absence will result in a grade of “0” on the exam.** A make-up exam will be given for an excused absence as defined by the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)) and will be scheduled by the instructor.

E. **In-class Activities:** There will be a total of 10 in-class activities over the course of the semester. Each activity will be worth 10 points and the grade will be based on your preparedness and participation.

**Missing an in-class activity will result in a grade of “0” on that activity. You will not be able to make-up missed in-class activities.**

F. **Assignments:** You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points.

You are expected to turn in assignments at the scheduled time. Permission to turn in any assignment late will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)). Turning in an assignment late without an excused absence will result in 10% of the total points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due.

**Assignments must be submitted as either a Word document (.docx) or a Rich Text file (.rtf).**

**GRADING:**

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<td>In-class Activities</td>
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GRADING SCALE:

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Academic Integrity (SFASU Policy 4.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy 4.1 – Student Academic Dishonesty (SFASU Policy 4.1 can be found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)). **All incidents will result in a grade of “0.”** Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Withheld Grades- Course Grades 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 by the deadline set by the instructor of record, not to exceed 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.

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 Code, 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, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/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.

Masks (Cloth Face Coverings)

Mental Health and Wellness
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401
SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

IX. STUDENTS WITH SPECIAL LEARNING NEEDS AND 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, 468-3004 / 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, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1) - http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
In-class Activities

As previously noted, you will participate in 10 in-class activities that are designed to support you while engaging in the process of evidence-based practice. You will work together in small groups to complete the in-class activities. I will make group assignments by the second week of class and the assignments will last for the duration of the semester. A description of each group activity is provided below.

In-class Activity 1: Question Formulation. Each group will be given a case study to read. As a group, you will identify the most important areas (issues) to focus on. You will then develop the question that will guide your search for evidence to support the development of your intervention.

In-class Activity 2: Locating the Evidence. You will locate at least two empirical evaluations of an intervention(s) that addresses the issue(s) identified in your question. You will submit the articles to your group dropbox in D2L. These articles will be critiqued and discussed during in-class activity 7.

In-class Activity 3: Critically Appraising the Evidence 1. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): Edmond et al (1999).

In-class Activity 4: Critically Appraising the Evidence 2. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): Johnson et al (1997); Springer et al (2000); Wolfe et al (1982).

In-class Activity 5: Critically Appraising the Evidence 3. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): Corey et al (1998); Harrison et al (1999); Rubin (1992); Shapiro (1989).

In-class Activity 6: Critically Appraising the Evidence 4. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): To be announced.

In-class Activity 7: Critically Appraising the Evidence 5. Your group will work outside of class to critically appraise the two articles you selected during in-class activity 2. During class, each group will meet with me to discuss the appraisals. I will meet with each group on the following schedule:

Group 1: 4:00 pm to 4:30 pm
Group 2: 4:30 pm to 5:00 pm
Group 3: 5:00 pm to 5:30 pm
Group 4: 5:30 pm to 6:00 pm
Group 5: 6:00 pm to 6:30 pm
While I am meeting with a group, the other groups are expected to work together on their projects. As you are meeting independently, I ask you to please keep in mind that classes are being held in the rooms adjacent to you.

**In-class Activity 8: Selecting and Implementing the Intervention.** Each group will work together in class, with assistance from me, to develop a treatment plan based upon the evidence identified and appraised for in-class activities 2 and 7.

**In-class Activity 9: Evaluating the Intervention 1.** Each group will work together in class, with assistance from me, to develop an evaluation plan for the intervention(s) designed for in-class activity 8.

**In-class Activity 10: Evaluating the Intervention 2.** Each group will work outside of class to complete the evaluation plan from in-class activity 9. During class, each group will meet with me to discuss the evaluation plan. I will meet with each group on the following schedule:

- **Group 1:** 4:00 pm to 4:30 pm
- **Group 2:** 4:30 pm to 5:00 pm
- **Group 3:** 5:00 pm to 5:30 pm
- **Group 4:** 5:30 pm to 6:00 pm
- **Group 5:** 6:00 pm to 6:30 pm

While I am meeting with a group, the other groups are expected to work together on their projects. As you are meeting independently, I ask you to please keep in mind that classes are being held in the rooms adjacent to you.
Assignment A - Case Study

For this assignment you need to develop a case study for an individual who is experiencing an issue(s) relevant to direct generalist social work practice. Your issue and client must be approved by me prior to beginning the assignment. I will ask you to identify your issue and client during class on________. You will need to provide a basic description of the individual or family in the context or his/her/their environment. In the meantime, if you decide on your case and want to get started, feel free to email me the information via Brightspace and I will respond to you. Once you have approval, you will need to develop a case study that includes the following sections (use the following format for your paper and include a cover page):

Introduction

The purpose of this section is to set the stage for the assessment. Briefly tell your audience the purpose of the case study and what it will cover.

Assessment

Presenting Issues
The purpose of this section is to provide a general description of your client and the issue(s) that resulted in his/her/their referral to you. Be sure to include detailed information about the individual, such as race/ethnicity, religion, sexual orientation, personality characteristics, interests, strengths/weaknesses, and coping skills. Also, be sure to describe the issue(s) in detail.

Biological and Psychological Development
This section should include information about your client’s developmental milestones. You should also identify significant biological and psychological events that impacted his/her/their development.

Medical and Psychiatric History
This section should include information about your client’s medical and psychiatric history, especially issues that are directly related to his/her/their presenting issue and/or functioning.

Family
This section should provide an overview of your client’s family members/structure (both immediate and extended). Describe at least one significant issue that has impacted the family system, including how the family coped with the issue and what support systems (including any friendship, fictive kin, neighborhood, or other informal) were utilized to resolve the issue. Include a description of living conditions, economic conditions, education, socialization, etc. Also, include any information about relevant family history (medical, psychological, legal, etc.).
Social
This section should provide an overview of your client’s social situation, which includes intimate relationships, friendships, social activities, religious/spiritual activities, and civic involvement. This section should also include an explanation as to how these activities and relationships have shaped who your client is as an individual. Be sure to include a description of your client’s social skills.

Education and Vocation
This section should describe your client’s educational background, including schools attended and academic performance. Include a discussion about how the previously mentioned individual, family, and social factors have impacted your client’s academic performance. If your client is an adult, this section should include information about his/her work history and ability to gain/maintain employment.

Psychosocial Stressors
Identify and describe your client’s psychosocial stressors.

Strengths
Identify and describe your client’s strengths.

Summary and Recommendations
Briefly summarize the main points of your assessment. Be sure to include the points that you want the audience to remember. Also, identify the key issues that you think need to be addressed.

The assignment is worth a total of 50 points, which will be based on the above content, as well as grammar, organization, and compliance with APA style (5pts).

You will submit the assignment to Brightspace no later than 4 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in Brightspace.

Please refer to the course schedule for the due date.
Assignment B – Annotated Bibliography

Using the case study developed for Assignment A, you will develop a question to guide the search of the literature and subsequent development of an annotated bibliography consisting of 5 empirical articles from professional peer reviewed journals. The professional peer reviewed journals should either be from social work or closely related disciplines. Each of the articles must focus on an empirical evaluation of an intervention that could be performed by a generalist social work practitioner to address your client’s issue(s). The annotated bibliography should contain:

1) At least one article that addresses an individual intervention
2) At least one article that addresses a family or group intervention
3) At least one article that addresses a community level intervention
4) At least one article that utilizes a quantitative methodology
5) At least one article that utilizes a qualitative methodology

The paper should begin with a brief statement of the problem/issue that is being investigated and the question that is guiding the process. This should be followed by the five entries. Each entry is to be in APA format and followed by two paragraphs, the first of which summarizes the main points of the article. The second paragraph should discuss the relevance/importance of the article to your case study. The paragraphs must summarize the information in your own words and should not contain direct quotes. The entries (references) are to be in alphabetical order. For example:


The author reports the results of an exploratory qualitative study that investigated the application of “traditional” administrative functions and process to collaboration among organizations (as defined by Mattessich & Monsey, 1992). The study employed semi-structured interviews with 12 social workers employed as administrators in human service organizations located in Southern California. Data analysis resulted in the following themes: 1) relationship building, 2) participatory planning, 3) coordinating and sharing of tasks, 4) collective decision making, 5) problem solving/conflict resolution, and 6) facilitative leadership. The author provides an informative discussion of the themes and their implications for administrative involvement in collaborative efforts. The findings and conclusions are consistent with the literature on collaboration, as well as leadership and administration.

This article is important to my topic because...

You are expected to submit an electronic copy of each article included in the annotated bibliography. Assignments will be considered late until all articles are submitted.

You will submit the assignment to Brightspace no later than 4 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in Brightspace.

This assignment is worth 100 points. Please refer to the course schedule for the due date.
Assignment C – Critically Appraising the Evidence

I will choose two of the five articles you identified in Assignment B. You are expected to critically appraise both of the articles using the following format:


**Literature review.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of the literature review.

**Problem formulation, conceptualization, and operationalization.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of this aspect of the article.

**Measurement.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of this aspect of the article. For qualitative studies, this should focus on the questions used to collect the data.

**Sampling.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of this aspect of the article.

**Design.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of this aspect of the article.

**Data analysis/results.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of this aspect of the article.

**Implications of the results.** You need to write a paragraph (5-8 sentences) that discusses your critical appraisal of this aspect of the article. Depending on the article, this may be the discussion section.

**Relevance to case study.** You need to write a paragraph (5-8 sentences) that discusses the article’s relevance/applicability to your case study.

A template is available to you in Brightspace to assist with the format.

You will submit the assignment to D2L no later than 4 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in Brightspace.

This assignment is worth 50 points.

**Please refer to the course schedule for the due date.**
Assignment D – Revision of Assignment C

This assignment is a revision of Assignment C based on my feedback (see Assignment C description for required content and format).

You will submit the assignment to Brightspace no later than 4 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in Brightspace.

This assignment is worth 50 points.

Please refer to the course schedule for the due date.
BIBLIOGRAPHY


