COURSE SYLLABUS

I. COURSE DESCRIPTION

Individual student research performed under the direction of social work faculty members. Final report should contribute to social work knowledge.

II. COURSE OVERVIEW

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. SOCW 5320 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.

III. COURSE CONTACT HOURS AND STUDY HOURS
The 3-course credit hour is determined per CSWE Educational Policy and Accreditation Standards (E PAS).

REQUIRED TEXTS:


IV. 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.

V. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)
1. Demonstrate Ethical & Professional Behavior (Competency 1)
2. Engage Diversity & Difference in Practice (Competency 2)
3. Advance Human Rights & Social, Economic, & Environmental Justice (Competency 3)
4. Engage in Practice-informed Research & Research-informed Practice (Competency 4)
5. Engage in Policy Practice (Competency 5)
6. Engage with Individuals, Families, Groups, Organizations, & Communities (Competency 6)
VI. **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)

VII. 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 SOCW 5320 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.

VIII. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfasu.edu/d2lsupport for more information.
IX. COURSE CALENDAR

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 and Proposal
- 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:
- Grinnell & Unrau (2021)
- Thyer (2017)
- Csiernik and Birnbaum (2017)
- Reamer (2013)
- NASW Code of Ethics (2017)

Week 2: Research Plan Discussion (planning)
- Submit Research Plan and Proposal
  - Include specific dates
- Individual supervision based on research plan
- Knowledge, values, skills, cognitive and affective processes

Readings:
- Grinnell & Unrau (2021)
- 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:
- Grinnell & Unrau (2021)
- Barusch et al. (2011).
- Csiernik and Birnbaum (2017)
- Johnston-Goodstar (2014)

Week 4: Data Collection
- Submit Data Collection
- Instruments and Protocols
Supervision specific to Data Collection

Reading:
Grinnell & Unrau (2021)
Broadhurst, K. (2016)
Hung (2017)

Week 5: Data Collection
Data Preservation
Data validity, reliability and trustworthiness measures
Reading:
Grinnell & Unrau (2021)
Broadhurst, K. (2016)

Week 6: Data Collection
Submit Data Analysis
Data collection verification
Data Preservation
Confidentiality
Reading:
Grinnell & Unrau (2021)
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:
Grinnell & Unrau (2021)
Knoepke (2017).
Williams (2013 and 2016).

Week 9: SPRING BREAK – MARCH 11

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:
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:
Grinnell & Unrau (2021)
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: Presentations

X. COURSE REQUIREMENTS

In this course students will collect, analyze, and interpret data for the research projects initially begun in SWK 5320. 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.

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. No late assignments are accepted.
Final Research Paper

1. Research Proposal 30
2. Raw Data 20
3. Results Section 40
4. Discussion and Conclusion 40
5. Final Report 80
6. Oral/Poster Presentation 100
TOTAL 300

A = 270-300
B = 240-269
C = 210-239
*D = 180-209
*F = 179 or less

* Not applicable as credit toward graduate degree

XII. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. https://www.sfasu.edu/docs/policies/6.7.pdf

XVI. ACADEMIC INTEGRITY

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student.
enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

*Note: The following is specific to School of Social Work*

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and 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. 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.

**XVII. 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVIII. 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: academic-accommodation-for-students-with-disabilities-6.1.pdf (sfasu.edu)

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741
Assignment: Final Research Paper
Research Report

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 SOCW 5320. 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 SOCW 5320 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, including a professional presentation. 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).

Cover Page (Title of Project, Student Name, IRB Approval #, SOCW 5330, Name of Instructor)

Abstract
• Study objectives or Purpose of study
• Describe participants
• Describe the study method
• Report findings
• Report implications of findings

Index Page (Table of Contents)

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)
• Aims and objectives of the study (half page)

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: Method (10 pages)
• Research methods and overall objectives
• Discuss concepts related to the study
• Research design
• Research sampling methods in terms of collection and analysis, including the data collection instrument and sampling
• Data collection
• Data analysis
• Discuss limitations and ethical considerations (IRB related concerns)

Section 4: Results (10 pages)
• Present the results of the study
• Graphs, tables, analysis frameworks as relevant to the specific method of data collection
• Provide information on statistical analysis
• Describe findings (outcomes)

Section 5: Conclusions and recommendations (5 pages)
• Discuss the results on how it answered your research question(s) and/or hypothesis
• Discuss similarities and differences between reported results and work of others
• Provide interpretation of the results
• Discuss implication for future research and social work practice
• Discuss study limitations
• Provide a summary or conclusion

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. The pages indicated are the maximum pages (not the minimum)
5. References: 50 journal articles and/or book chapters
6. You will be asked to show your raw data to the instructor – keep in an e-binder.

After completion of your research study, you will be required to make a presentation on the results of your study at a conference, for example, at the Graduate Research Conference. Your presentation should be in a PowerPoint format, meeting the minimum requirements. It should provide evidence of the research methodology as well as the research results. To receive a grade, you will need to submit your acceptance letter, conference program, and presentation for a grade.

Minimum requirements (oral or poster presentation):
1. The presentation 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.
## SOCW 5330 Grading Outline

**Student:**

**Instructor: Dr. Carbajal**

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

### Research Report

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<th>ITEMS</th>
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<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 report includes the following required sections: (1) abstract, (2) index page (3) report (4) addendums (5) raw data and/or data sheets. The report follows the outline provided by the instructor.</td>
<td>/5</td>
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<td>2. The research report was written in APA format. The report shows consistency of the application of the APA format. Scientific writing is reflected in grammar, sentence formulation flow of thoughts and level of writing.</td>
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<td>3. Reference list follows APA format and all references are recent and related to the topic. If not recent it is evident that 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 combination of both. There is clear evidence that the student understands inductive and deductive reasoning</td>
<td>/10</td>
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<td>5. <strong>Critical thinking</strong> is reflected in literature review and research plan (evidence of reading about topic, ability to critique current literature/research, ability to think innovatively)</td>
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<td>6. <strong>Analytical thinking</strong> is evident in the literature review and the research plan (different views, integration, reasoning and competency to analyze information)</td>
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### RESEARCH METHODOLOGY

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<td>7. The research plan reflects evidence of knowledge of the research process</td>
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<td>8. The rationale and problem formulation for the study is clear and provides evidence of the student understands of research. The problem formulation is written in a scientific manner. The student is able to formulate the problem based on policy, practice and experience</td>
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<td>9.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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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| 16. | The actual data analysis is done in a scientific manner.  
Quantitative analysis: The student ran appropriate statistical tests to (1) describe the sample (2) test correlations where appropriate.  
Qualitative analysis: The student followed a process of open coding, categorizing, axial coding and comparative coding |
|   | /5 |
| RESULTS |   |
| 17. | The results are presented in a manner consistent to the data analysis method.  
Quantitative analysis: 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.  
Qualitative analysis: The results are presented as themes. These themes are formulated in a scientific manner. The themes reflect interpretation and analytical thinking skills. |
|   | /20 |
| 18. | The results are presented in a scientific manner consistent with the method of analysis. The quantitative results are presented |
|   | /10 |
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.

| 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>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<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>
<td>/40</td>
</tr>
<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>
<td>/40</td>
</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


Moreau, K. A., & Cousins, J. B. (2014). Making program evaluation activities family-centered:
a qualitative study. *Disability & Rehabilitation*, 36(11-13), 948-958.


