DAEMEN UNIVERSITY
SOCIAL WORK AND SOCIOLOGY

SW 514: APPLIED RESEARCH AND DATA ANALYSIS (SPRING 2026)
WEDNESDAYS 4:00PM-6:50PM
DUNS SCOTUS 11
AMHERST CAMPUS

Instructor:	Diane R. Bessel, PhD, LMSW, CNM	**Office Location:**	Curtis Hall – West Wing Room 203
Office Phone:	716-566-7876	**Office Hours:**	By Appointment
Email:	dbessel@daemen.edu	**Zoom:**	Meeting ID: 859 418 9381

COURSE DESCRIPTION
Applied Research and Data Analysis is the second course in the two-course research methods sequence in the Master of Social Work (MSW) program. The course will prepare students to utilize applied research techniques to evaluate their practice; improve program, policy, and service delivery systems; and initiate change. Several approaches will be reviewed including needs assessments, single subject or system designs, process/implementation evaluations, outcome/effectiveness evaluations, and impact analysis.

Students will also develop skills in collecting quantitative and qualitative data (using appropriate computer applications) and gain a basic understanding of data analysis and interpretation. The course integrates themes related to prevention, intervention, and treatment as well as social work values and ethics. It also emphasizes the importance of addressing diversity and human rights concerns within research activities.

COURSE OBJECTIVES
After completing this course, students will be able to:
1. Articulate the role of applied research in improving social work practice, programs, policy, and service delivery systems;
2. Identify applied research approaches - understanding their benefits and limitations and assessing their appropriateness for a given situation;
3. Discuss values and ethics as they relate to applied research including those which are congruent with effective evaluation and those which impede effective evaluation;
4. Specify measurable goals of social work intervention in conjunction with client systems and associated theory;
5. Locate, utilize, analyze, critically evaluate, synthesize, and integrate literature relevant to evaluation of practice and program outcomes;
6. Formulate hypotheses that are consistent with social work values and ethics;
7. Select, design, and use a variety of measures for assessment of clients, programs, policies, and service delivery systems;
8. Identify diversity and human rights concerns especially as they relate to the formulation of research questions, use of sampling procedures, and the interpretation and use of research outcomes;
9. Analyze data, interpret the results, and report findings of practice and program evaluations; and
10. Demonstrate an understanding of how to use data to identify factors associated with success and failure of a therapeutic intervention and/or program.

REQUIRED READING
Dudley, J. R. (2020). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books.

Additional readings can be found on the Course Blackboard site as well as PowerPoint slides, video links, and other supplemental materials.

The Daemen University Master of Social Work (MSW) Program is accredited by the Council on Social Work Education (CSWE). Program faculty engage in on-going curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several of the courses within our curriculum are part of this assessment process. Below is a course map which highlights the specific competencies and practice behaviors that are assessed within this specific course. The complete list of competencies and practice behaviors is available in your Student Handbook.

SW 514: APPLIED RESEARCH AND DATA ANALYSIS COURSE MAP

PROGRAM GOALS	COURSE OBJECTIVES	COMPETENCIES	PRACTICE BEHAVIORS	COURSE ACTIVITIES	ASSESSMENT TOOL
Prepare students with the knowledge and skills necessary for effective social work practice at the generalist and advanced (clinical) level.	#3	2.1.2 – Apply social work ethical principles to guide professional practice.	PB #8 – Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles."	Lectures/Chapters: 3 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation Mini Assignments
			PB#10: Apply strategies of ethical reasoning to arrive at principled decisions.	Lectures/Chapters: 3 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation Mini Assignments
	#4, #5, #6, #7, #8, #9	2.1.3 - Apply critical thinking to inform and communicate professional judgments.	PB#11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	Lectures/Chapters: 4, 5, 6, 7. 8 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation Mini Assignments
			PB#13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Lectures/Chapters: 1, 9, 10 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation
	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	2.1.6 - Engage in research-informed practice and practice informed research.	PB #21 – Use research evidence to inform practice.	Lectures/Chapters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation
			PB #22 – Use research evidence to inform practice.	Lectures/Chapters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation
Enrich the community through research, field education, advocacy, and professional development opportunities.	#9, #10	2.1.6 - Engage in research-informed practice and practice informed research.	PB #21 - Use practice experience to inform scientific inquiry.	Lectures/Chapters: 9, 10 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation
			PB #22 – Use research evidence to inform practice.	Lectures/Chapters: 9, 10 In-Class Activities Assignments	Single Subject/System OR Program Evaluation Poster/Presentation

COURSE FORMAT

This is a hybrid course with content delivered through Daemen's Blackboard learning management system. Students may access Blackboard by going to my.daemen.edu and logging-in with their Daemen ID credential and password. Students will also be able to access their Daemen University email as well as other critical information from this page. Students will find a link to Blackboard on the "My Courses" section of the "My Daemen" page. They may also locate Blackboard using the "Quick Tools" sidebar menu. Students should click on the appropriate link to access the course site.

Students are strongly encouraged to view the "Start Here" video which will provide a tour of the course Blackboard site. Readings, videos, and/or other materials will be made available in weekly modules on "Course Content" page. Updated content will typically be posted no later than 10am on Sunday mornings and will include specific learning objectives. The "Assignments" page is where students will secure information about assignments and submit them for grading.

Students are encouraged to log into the Blackboard site at least once a week, if not more frequently, to complete work.

TECHNOLOGY REQUIREMENTS

Students will need access to a computer with the following to access in Daemen University course content:

- A processor of 2.4GHz or faster
- 4 GB of RAM
- A high-speed Internet connection (1.5 Mbps upload and download required; 4 Mbps or better preferred)
    - *Caution: The use of public access computers (for example, at restaurants) or employer-provided computers may result in slowness or errors (timeouts or access problems) when accessing course materials. Public access computers may restrict access to certain course materials or systems due to security limitations.*
- Monitor and video card with 1024 x 768 or greater resolution
- Keyboard and mouse (or equivalent i/o device)
- Speakers/Headphones and a Microphone
    - Noise-canceling headphones typically preferred
- A web camera capable of video web conferencing

Operating System

- Microsoft Window 10 or newer
- Apple macOS 10.12 or newer

Web Browser

- Google Chrome, the latest version, is recommended.
- Browser check provided by Daemen's Learning Management System, Blackboard.

Software/Applications

- Microsoft Office is available for all Daemen students via Office365.
- Adobe Reader, the latest version, is recommended.
- Antivirus software, updated regularly, is strongly recommended.
- Zoom will be used for any synchronous meetings and is available via phone, tablet, or computer.

Content Filters

- Content filters may need to be disabled in order to view certain types of academic-related content.

COMPUTER LITERACY REQUIREMENTS

At a minimum, students should have the basic computer literacy skills found in Daemen University's Basic Computer Requirements Policy. These include, but are not limited to: using a keyboard and mouse; selecting, copying, and pasting text; sending and receiving email; saving and retrieving files in different formats (.docx, .pdf, .pptx., etc.); using a text editor (changing fonts, inserting links, using spell check, etc.); attaching and upload files; accessing the Internet using a web browser; and resetting basic web browser settings (clearing cache/history, cookies, etc.).

FACULTY COMMUNICATION
Students with questions about course content and/or assignments are asked to contact their instructor via email for best response. Please allow the instructor up to 24 hours to respond. It is not necessary to send repeated messages to the instructor during that time. If the instructor is out of office or is otherwise delayed in responding to emails, students will receive a message indicating when they can expect to hear from the instructor.

Faculty members who are sick or otherwise unable to hold a class meeting are required to provide notice to students with as much advanced notice as soon as possible. Notice of class cancellations will be communicated via Blackboard Announcement, email, and through the "My Daemen" page.

COURSE MEETINGS
When possible, course content will be placed on the Blackboard site on Sundays for review prior to face to face sessions. It will include lecture materials reflecting critical content or topics of discussion. Each class session will begin with a brief review of content. Student will also be able to ask questions related to lectures and/or assignments. Following this, students should anticipate participating in various learning activities to assess their knowledge of content and aid in the development of critical thinking and practice skills.

ATTENDANCE & PARTICIPATION
Students are expected to contribute to the creation of an environment that is conducive to learning by attending and actively participating in all required class meetings, having reviewed specified content prior to start of class.

Special exceptions can be made for students who have an *unavoidable conflict* with a required class meeting. Such a conflict would be unknown to the student prior to registering for the course and/or cannot be rescheduled. Major religious holidays and/or events may also be considered unavoidable conflicts for those who identify affiliation.

Students with an unavoidable conflict must inform their instructor of their inability to participate in a required class meeting with as much advanced notice as possible. Upon notification, the instructor will determine if an exception can be made on a case by case basis. If deemed possible and appropriate, the instructor will discuss options for completion of assignments and/or activities.

Students are responsible for any and all content covered during their absence and should make arrangements with their classmates or instructor to secure any notes or materials. Instructors reserve the right to assign reasonable work to any student who misses a required class meeting to ensure they have reviewed critical content.

Students anticipating prolonged disengagement from class (three or more days) due to marriage, birth of a child, relocation, extended illness, injury, or loss, must also inform their instructor with as much advanced notice as possible. Here again, the instructor will determine if an exception can be made on a case by case basis. If deemed possible and appropriate, the instructor will discuss options for completion of assignments and/or activities. Students who do not provide adequate notice of planned absence(s) and/or prolonged disengagement are subject to deductions in their final course grade at the discretion of the instructor.

Students are also expected to be prepared for, and to fully participate in, all class activities. This can include in-person or virtual discussions, interactive activities, individual assignments, and group projects.

WORKLOAD
This 3-credit course requires approximately 8-10 hours of student work each week for approximately 15 weeks. Due to the nature of course content, these hours may be exceeded in a given week. Student work may include but is not limited to completion of required reading, viewing, and/or audio content; participation in discussion boards or other interactive activities; written assignments; online or library research; and completion of quizzes and/or examinations.

INSTRUCTION METHODS
The course will utilize a variety of teaching techniques including lectures, class discussions, and in-class activities. Films, special readings, guest speakers, and/or supplemental video lectures may be selected for inclusion of specific content relative to identified topics and to foster the integration of theory with practice.

ASSIGNMENTS

Mini Assignments – Students will complete five (5) mini-assignments addressing various aspects of applied research including research design; ethical and diversity considerations; needs assessment; program logic models; and single subject design. Each assignment is worth 10% of the final course grade for a total of 50%. Please see course outline for mini assignment due dates.

For the major assignment in this course, students will choose to use data from a needs assessment, single subject/system evaluation, or program evaluation, prepare an academic poster, and make a presentation related to it. Students may select projects based on their field placements, employment, or volunteer activities. If possible, students should endeavor to select projects that have data *readily available* so that they can complete their analysis in a timely manner. If students are unable to identify an appropriate project, they will be assigned one by their instructor.

- ✓ **Needs Assessment –** A needs assessment is a systematic process used to identify and analyze gaps between current conditions and desired outcomes to inform decision-making and resource allocation. It typically involves collecting both qualitative and quantitative data, including surveys, focus groups, interviews, and available data to gather insights. Students choosing this project will either use available data or collect their own to describe the population or issue of focus; provide background information and research; identify key research questions, describe data collection techniques, discuss results, and make recommendations about possible interventions including programs, services, and/or policies.

- ✓ **Single Subject/System Evaluation** - Single-subject/system evaluations are used to test the effects of an intervention on a targeted dependent (outcome) variable (or variables). Students choosing this project will complete a single subject/system evaluation in which they select an appropriate case (individual, family, or group); provide background information and research; specify goals and objectives (in conjunction with client system); identify and collect data on specific measures of their dependent variable; implement an appropriate intervention; analyze results; and determine the effectiveness of the intervention.

- ✓ **Program Evaluation** - Students choosing this project will work individually to complete a program monitoring (formative or process) or outcome evaluation. In preparation for this project, students will create a logic model highlighting the key program components as well as program theory. Students will also identify hypotheses based on the program theory, develop measures (as needed), collect and analyze data, and report on their findings.

Poster/Presentation - Students will prepare an academic poster based on their needs assessment, single subject/system evaluation, or program evaluation. The poster will describe the key features of their study including an introduction to the study, brief review of relevant literature and/or case description, research questions/hypotheses, methodology, results (including at least one graph or chart), conclusions, and references. Students completing a program evaluation will also incorporate their program logic model.

A well-developed DRAFT poster will be submitted to the instructor for feedback during the last week of the course. Students will then have an opportunity to make needed changes and submit their final product. Together, the poster and presentation comprise 50% of the final course grade – 10% for the presentation and 40% for the poster itself.

SUBMISSION OF WORK
Assignments are due on the day and time specified and must be submitted via Blackboard. Please be aware that all deadlines are based on Eastern Standard (or Daylight) Time.

Students should submit assignments using the following these guidelines:

- Sign into Blackboard site and click on Assignments page
- Locate the appropriate link
- Review assignment requirements
- Complete response in word processing software to avoid unanticipated interruptions
- Proofread and edit assignment to ensure readability
- Attach materials and click submit
- Ensure that you have received a notice from Blackboard advising that the assignment has been submitted.

If you are unable to submit your work on time, please contact the instructor to discuss the possibility of an extension with as much advanced notice as possible. The instructor will determine if an extension can be provided on a case by case basis. If deemed possible and appropriate, the instructor will discuss options for completion of assignments and/or activities.

Any assignment submitted after the deadline, without prior permission from the instructor, will be considered late at a penalty of 5% per day. Technical difficulty is not considered an acceptable excuse for not submitting work on time.

GRADING POLICY
Grades are determined based on criteria articulated in the assignment description and/or rubric. This standard applies to all students in the class.

While students are encouraged to ask questions about assignments, faculty are unable to review draft assignments prior to grading – unless the submission of draft assignments is specifically included in the assignment description and is required of all students.

There are no individual extra credit options available for this course. Individual extra credit is discouraged because participating students are graded on different criteria, which is unfair.

There are no exceptions to the rules stated above. Students facing life issues that may hinder their performance in the course are strongly encouraged to contact their instructor as soon as possible to discuss the situation. Please do not wait until after the crisis is over or until the end of semester as instructors are typically more limited in their ability to assist students at that time.

GRADING BREAKDOWN

Mini Assignments	50%	Points Earned:	_____
Single Subject/Program Evaluation Presentation	10%	Points Earned:	_____
Single Subject/Program Evaluation Poster	40%	Points Earned:	_____
Total	100%	Total Points Earned:	_____

GRADING STANDARDS

93-100 = A	87-89 = B+	80-82 = B-	72 or below = F
90-92 = A-	83-86 = B	73-79 = C	

ACCESS TO GRADES
Instructors will strive to grade assignments within seven (7) days of their due date. If this is not possible, instructors will inform students about any delays via Blackboard Announcements and email.

Posted grades can be found on the Blackboard course site by clicking "My Grades" on the Tools page. Students can expect to see direct feedback from their instructor on any given assignment within two days of grade posting. This may include feedback provided via the Blackboard site, electronic or scanned copies of assignments with instructor comments, and/or recorded (video/audio) feedback.

GRADE APPEALS POLICY
Students who feel that they have been graded unfairly may appeal their grade to the instructor in writing (email will suffice) within two weeks of grade posting. Verbal grade appeals will not be considered. By providing a written appeal, students have the opportunity to present their case for a better grade fully, clearly, and concisely, and the instructor has the ability to reflect on their arguments.

In their appeal, students should state the specific reasons why they feel they deserve a higher score on the assignment based on the written instructions and material submitted. Instructors are unlikely to respond to arguments about the amount of time spent preparing materials or other life commitments. Instead, please identify how the assignment meets course requirements.

OTHER GRADING POLICY
Students are responsible (financially and otherwise) for any courses included on their academic schedule. Students should pay careful attention to Daemen University Add/Drop and Withdrawal dates. These dates are typically communicated to students via university-wide emails.

An unauthorized withdrawal (UW) is given at mid-term to students who have not officially withdrawn from the class but are not attending. There is no tuition refund for an unauthorized withdrawal.

There will be no incomplete grades given for this course except in the most extreme circumstances (e.g., death in family, prolonged illness/hospitalization). Students must be passing the course (with a grade of B- or better) and must have substantial equity in the course at the time of their request for an incomplete grade.

Written documentation and a plan for course completion will be required prior to the submission of an incomplete grade. This documentation and plan must be submitted to the instructor as well as the Program Director.

COURSE EVALUATIONS
Students are provided an opportunity to provide feedback about their experience through course evaluations. Students will receive notification from their instructor about the opportunity to complete the CampusLabs IDEA evaluation survey at semester end. Participation is completely confidential and no names or identifying characteristics are provided to the instructor.

Summary reports are produced for classes with three or more participants. These reports are made available to the instructor only after final grades have been submitted. To learn more about course evaluations, please use this link: CampusLabs IDEA Course Evaluation Policy.

SYLLABUS CHANGES
The policies and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be communicated via the Blackboard Announcement, email, and by changes to the course syllabus posted on Blackboard.

BEHAVIORAL EXPECTATIONS

Daemen University expects its students to obey all applicable federal, state, and local laws; to behave in moral, ethical, civil, and courteous ways; and to observe the specific policies, procedures, regulations, rules, and standards that are promulgated by the University for conducting its own affairs. Daemen University reserves the right to dismiss or request the withdrawal of any student whose academic standing, conduct, or manner renders his/her continued attendance undesirable. Similarly, unprofessional and/or disruptive behavior during instruction is not permissible and may, at the instructor's discretion, result in the student being asked to leave a class meeting.

Students are expected to know what conduct is permitted or prohibited by reading the Student Handbook, the University Catalog, Student Code of Conduct, Residence Hall Contract, and all other University policies pertaining to students behavior. See the Daemen University Student Handbook for a list of the basic rules governing a person's behavior on campus and in their courses including non-discrimination. Violation(s) of these rules, or other conduct which reflects unfavorably on the student or the university, may result in disciplinary action up to and including expulsion from the university.

PROFESSIONAL EXPECTATIONS

Social Work & Sociology students are expected to demonstrate professionalism in their interactions with one another and with their faculty while in the classroom, as part of the online learning community, and in the field. They are also expected to know and adhere to the policies identified in the Social Work & Sociology Student Handbook and Field Education Manual.

In addition, Social Work & Sociology students are required to adhere to the National Association of Social Workers Code of Ethics. This includes, but is not limited to, engaging in appropriate behavior, values identification, and ethical decision-making; communicating in written or verbal form in a scholarly manner; and remembering to keep confidential all issues of a personal or professional nature discussed in class.

In line with HIPAA regulations concerning protected health information, any case/client information shared in classroom presentations, papers, or projects must be properly de-identified. Any information that would allow someone to know the identity of the person(s) discussed, needs to be changed or eliminated is considered protected including name and birth date as well as any other information unique to the person that will allow for identification.

DIVERSITY AND INCLUSION POLICY

Daemen University Social Work & Sociology's goal is to help each student engage in self-reflection and assessment and to develop their critical thinking skills, creativity, and confidence through the exploration of course content. To ensure all participants have a chance to excel, faculty will promote the development of a learning community which seeks to preserve the freedom of thought and expression of all its members. A culture of civility and mutual respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom.

Daemen Social Work & Sociology affirms respect for the rights and well-being of all members by:

- rejecting bigotry, discrimination, violence, or intimidation of any kind;
- maintaining a practice of personal and professional integrity and expecting it from others; and
- promoting the diversity of opinions, ideas, and backgrounds that is the lifeblood of the academic experience.

Daemen Social Work & Sociology students must also commit to creating a learning context in which understanding and respect for diversity and difference is practiced including:

- Being open to the views of people different from themselves by recognizing that each and every voice is important and brings with it a wealth of experiences, values, and beliefs;
- Honoring the uniqueness of classmates and appreciating opportunities to learn from each other; and
- Respecting opinions of others and refraining from personal attacks or demeaning comments of any kind.

ACADEMIC SUPPORT
Students are encouraged to participate in regularly held office hours and/or scheduled appointments with their instructor should they experience difficulties with course content, materials, or assignments.

In addition, the Daemen University Student Success Center is a collaborative of offices on campus that offer a wide range of assistance including academic advisement, career services, leadership development, and academic coaching to help students improve their overall performance. Assistance related to improved study skills, writing skills, note taking, and time management is available through The Learning Center. These services are available free to all Daemen University students by calling 716-839-8228.

Reference librarians are also available to assist students with research and use of APA formatting. Students can schedule appointments with reference librarians using this link: Librarian Research Assistance.

ACCOMMODATIONS
Students with disabilities may request reasonable accommodations related to testing, assignments, and the classroom environment. For authorization of accommodations, please contact Deborah Dmitrovski, Director of Accessibility Services, via email (ddimitro@daemen.edu) or phone (716-839-8583).

Students with documented disabilities are encouraged to meet with their instructor during office hours and/or via scheduled appointment to discuss ways in which accommodations can best support their successful completion of the course. Students are advised to bring these needs to the attention of their instructor as soon as possible as accommodations cannot be made on a retroactive basis.

HEALTH AND WELL-BEING
Students may experience challenges during their time at Daemen University including struggles with academics, relationships, mental health, substances, finances, and/or personal well-being. Students in need of resources and/or support, or worried about a friend or a classmate, please do not hesitate to contact Daemen University Counseling Services/CHIP Center via phone (716-839-8337). In addition, faculty have an opportunity to identify students about which they have concerns through the Office of Student Affairs' CARE form.

Additional campus resources are also available through the Higher Education Opportunity Program (HEOP), Vision for Success Program, the Center for Veterans, and Office for Diversity & Inclusion.

COVID-19 ATTENDANCE
Additional support will be provided to students who must miss class relate to COVID-19 including but not limited to a formal prolonged absence notice to faculty through the Registrar's Office, flexibility to complete work remotely, options to engage in online instruction, and connection to on campus student support services.

TECHNOLOGY SUPPORT
The Daemen University S.M.A.R.T. Squad Helpdesk is available to help students with their technology needs. This free service is available to help students with any technical issues they may encounter while pursuing their academic programs at the university. Students may contact them by phone (716-566-7865) or email (smart.squad@daemen.edu).

Students experiencing difficulties navigating Blackboard may wish to visit the Student Support for Blackboard page to access the Blackboard User's Guide, tips sheets, instructional videos, and help desk ticketing.

POLICY ON ACADEMIC HONESTY

Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. Daemen University takes the position that academic honesty is to be upheld with the highest degree of integrity. The University has a responsibility to support individual thought and the generation of new ideas. This cannot be done when violations of academic honesty go unchallenged.

Examples of academic dishonesty include, but are not limited to:

1. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
4. Any form of plagiarism, which includes, but is not limited to:
    a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person or entity (such as generative AI) without full and clear acknowledgement; or
    b. the unacknowledged use of materials prepared by another person or agency engaged in the selling or distributing of term papers or other academic materials; or
    c. submitting previously or simultaneously submitted work —in whole or in substantial part—from another course for academic credit in a second course, without prior and expressed consent of the instructor.
5. Completing assignments with prompt-based generative AI tools, e.g., ChatGPT, without permission from the instructor, and unless specifically allowed by the assignment as directed in the syllabi. Instructors reserve the right to request an explanation of any assignment response. Daemen University's Position Statement and Guidance regarding Generative AI Tools can be found on Daemen University's website.

In an instance where there has been a violation of the principles of academic honesty, the instructor may choose to follow one or more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the University. The student may appeal the instructor's determination in accordance with the Grade Appeal Procedure.

When a faculty member determines a violation of academic honesty has occurred, he/she will first notify the student in writing. A copy of this letter, together with a written description of the case with supporting evidence will also be submitted to the Office of the Assistant Vice President for Student Success. Should there be no additional notifications of academic dishonesty, the initial record will be destroyed one year after the student's graduation from Daemen University.

Upon receipt of additional reported offenses, materials in the file will be formally presented to the Committee on Academic Standards (CAS) for review and recommendation of any additional sanctions beyond those imposed by the instructor. The Chair of the CAS will also notify the student that the materials will be the subject of CAS deliberation and will recommend that the student write a letter regarding the offense to the CAS for purposes of clarification, explanation or denial. CAS review will be held in a timely manner as determined by CAS. All faculty members who have reported offenses on the part of the student will be invited to participate in the deliberations. In cases where expulsion is recommended, either from the degree program or the University, final authority rests with the Dean of the University.

Four possible consequences: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the University. The student may appeal the instructor's determination in accordance with the Grade Appeal Procedure.

SW 514: APPLIED RESEARCH AND DATA ANALYSIS COURSE OUTLINE

(Subject to Modification)

January 21st 2026	**Introduction to Applied Research and Data Analysis** **Required Readings:** 📖 Course Syllabus 📖 Dudley, J. R. (2020). Evaluation and social work: Making the connection (Pgs. 3-34). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. 📖 Dudley, J. R. (2020). Common types of evaluation (Pgs. 78-96). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Assignments:** 📖 Mini #1 Due January 28th 2026 11:59pm
January 28th 2026	**Ethical Considerations in Evaluation Research** **Required Readings:** 📖 Dudley, J. R. (2020). The role of ethics in evaluations (Pgs. 56-77). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. 📖 American Evaluators Association. (2018). Guiding principles for evaluators. **Assignments:** ✎ Mini #2 Due February 4th 2026 11:59pm
February 4th 2026	**Needs Assessment** **Required Readings:** 📖 Dudley, J. R. (2020). Needs assessments (Pgs. 115-148). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Recommended Readings:** 📖 Watkins, R., West, M., Maurya, V., and Y. Laila. (2012). *A Guide to Assessing Needs:Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results.* World Bank. Available at: https://openknowledge.worldbank.org/handle/10986/2231 **Assignments:** ✎ Mini #3 Due February 11th 2026 11:59pm
February 11th 2026	**Understanding and Improving Programs** **Required Readings:** 📖 Dudley, J. R. (2020). Crafting goals and objectives (Pgs. 149-170). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. 📖 Dudley, J. R. (2020). Improving how programs and practice work (Pgs. 171-215). *Social Work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Recommended Readings:** 📖 W.K. Kellogg Foundation (2004). Logic model development guide: Using logic models to bring together planning, evaluation, and action. **Assignments:** ✎ Mini #4 Due February 18th 2026 11:59pm

February 18th 2026	**Single-Subject/System Evaluation** **Required Readings:** 📖 Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2008). Single system research designs (Pgs. 141-174). *Program evaluation: An introduction* (5th edition). Belmont, CA.: Brooks/Cole – Thomson Learning. 📖 Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2008). Measurement tools and strategies (Pgs. 271-300). *Program evaluation: An introduction* (5th edition). Belmont, CA: Brooks/Cole – Thomson Learning. **Assignments:** ✎ Mini #5 Due February 25th 2026 11:59pm
February 25th 2026	**POSTER PLANNING – NO CLASS SESSION**
March 4th 2026	**Measuring Program Outcomes, Costs, and Impact** **Required Readings:** 📖 Dudley, J. R. (2020). Is the intervention effective? (Pgs. 215-254) in *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Recommended Readings:** 📖 W.K. Kellogg Foundation (1999). W.K. Kellogg Foundation Evaluation Handbook.
March 11th 2026	**SPRING BREAK – NO CLASS SESSION**
March 18th 2026	**Analyzing Evaluation Data** **Required Readings:** 📖 Dudley, J. R. (2020). Analyzing evaluation data (Pgs. 255-275). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Assignments:** ✎ DRAFT Poster Due April 22nd 2026 11:59pm
March 25th 2026	**Disseminating Findings** **Required Readings:** 📖 Dudley, J. R. (2020). Preparing and disseminating a report of findings (Pgs. 276-291). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Assignments:** ✎ DRAFT Poster Due April 22nd 2026 11:59pm
April 1st 2026	**DATA COLLECTION – NO CLASS SESSION**
April 8th 2026	**Academic Poster – One-on-One Appointments** **Required Readings:** 📖 Dudley, J. R. (2020). Preparing and disseminating a report of findings (Pgs. 276-291). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Assignments:** ✎ DRAFT Poster Due April 22nd 2026 11:59pm
April 15th 2026	**Academic Poster – One-on-One Appointments** **Required Readings:** 📖 Dudley, J. R. (2020). Preparing and disseminating a report of findings (Pgs. 276-291). *Social work evaluation: Enhancing what we do* (3rd edition). Chicago, IL: Lyceum Books. **Assignments:** ✎ DRAFT Poster Due April 22nd 2026 11:59pm

April 22nd 2026	**Academic Festival Poster Presentations** **Required Readings:** **Assignments:** ✎ DRAFT Poster Due April 22nd 2026 11:59pm
April 28th 2026	**Course Wrap-Up** **Assignments:** ✎ FINAL Poster Due April 29th 2026 11:59pm