Spring Arbor University

SWK 627

Specialized Applied Social Research

Online Syllabus

Spring Arbor University Concept

"Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world."

Masters in Social Work

School of Social Sciences | Spring Arbor University

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Disclaimer: *This guide is intended as a set of guidelines for SWK 627. Spring Arbor University and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.*

SAU Master of Social Work Mission Statement

The mission of the MSW program is to produce professional social workers who apply the competencies of the social work profession and specialized practice knowledge and skills to promote human and community protection and well-being by engaging anti-racist, diverse, equitable, and inclusive practice. Teaching and learning in the MSW is guided by the professional code of ethics, our commitment to Jesus Christ as the perspective for learning, knowledge based on research, an understanding of humans from a global, environmental and cultural perspective, and a dedication to social and economic justice, protection, empowerment, human and universal rights, and enhancement of individual and social development.

SAU Social Work Department Diversity Statement

Spring Arbor University's Department of Social Work is grounded in affirming the common humanity, equal dignity, and intentional diversity of all persons as made in the image of God. The Department's goal is for every student to be competent regarding all forms of dehumanization, inequality, oppression, privilege, and human and cultural diversity; and further empowered to respond with discernment, dignity, empathy, humility, mercy, and in the pursuit of justice, peace, and human flourishing. Where disagreements exist, we strive to be peacemakers who are quick to listen, slow to speak, and slow to become angry; and even when we do speak, we do so in truth and love.

SWK 627: Specialized Applied Social Research (1)

Course Description

A seminar-style course. Application of research knowledge to research practices in the internship placement agency. Supports students in conducting evidence-based practice in an agency setting by evaluating practice and planning for change. Draws case material from real world practice situations students encounter in their internships. Must be taken with Internship coursework. **Prerequisite: SWK618**

Course Overview

In this course, the student will apply the knowledge of research in examining evaluation practices in the context of the field placement agency. It is designed to support students in conducting evidence-based practice in an agency setting by evaluating practice and planning for change. Case material will be drawn from real world practice situations students encounter in their field placements. The student will be able to evaluate individuals, families, groups, organizations, and communities. They will also engage in practice-informed research and research-informed practice.

Learning Outcomes

Students completing SWK627 will demonstrate competence in:

1. Translating research findings into practical, evidence-based interventions and policies while respecting diversity, and acknowledging research bias regarding marginalized populations.
2. Selecting appropriate research designs, data collection methods, and data analysis techniques for addressing complex social issues.
3. The ability to critically evaluate and apply various research paradigms and ethical considerations within the context of social work research

2022 CSWE EPAS Competencies

CSWE Competency	SWK 627 Assignment
Competency 1: Demonstrate Ethical and Professional Behavior	

a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics appropriate to clinical practice; b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c. use technology ethically and appropriately to facilitate practice outcomes; d. use supervision and consultation to guide professional judgement and behavior; e. identify and understand professional strengths, limitations, and challenges; and f. readily identify as a social work professional.	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice a. integrate theory, research, and social, racial, economic, and cultural factors when engaging in advocacy strategies to promote social justice and advance human rights; and b. apply their knowledge of oppression, racism, and the distribution of power and privilege in society to engage in policies and practices that promote social, racial, economic, and environmental justice.	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice a. demonstrate and apply anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice a. apply research findings to inform and improve practice, policy, and programs; b. discern, validate, and apply qualitative and quantitative personal and professional practice experience to inform and develop humanistic and scientific hypotheses, inquiry, research design, and research implementation;	Research Paper

c. demonstrate knowledge and critical thinking by interpreting and applying humane analysis of both qualitative and quantitative literature, research, and findings to formulate hypothesis and inform, evaluate, and improve evidence-based social work practices, policies, programs, leadership, and decision making; and d. demonstrate mastery by clearly articulating evidence- based processes and programming that embodies and offers ethical, humane, culturally informed, anti-racist, and anti-oppressive services and strategies; that can be used to address inherent biases in quantitative and qualitative research methods to advance the purposes of the social work profession.	
Competency 5: Engage in Policy Practice a. demonstrate the use of social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. demonstrate the use and application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice at a master's level.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities a. demonstrate mastery in applying knowledge of human behavior and the social environment, person-in- environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. demonstrate mastery in the use of empathy, reflection, interpersonal skills, and self-understanding/including but not limited to transference & countertransference reactions, personal values and beliefs, power, bias, and privilege to engage in culturally responsive practice with clients and constituencies.	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities a. demonstrate mastery in applying theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate mastery in respecting client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	

Competency 8: Intervene with Individuals, Families, Groups, Organization and Communities a. demonstrate mastery in engagement with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve clint and constituency goals; and b. demonstrate mastery in incorporating culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities a. demonstrate mastery in the selection and use of culturally responsive methods for evaluation of outcomes; and b. demonstrate mastery in critically analyzing outcomes and applying evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Application Paper
Competency 10: Apply an Ethical Integration of Faith and Social Work Practice a. engage, assess, intervene, and evaluate clients from a holistic lens including mind, body, and spirit; b. understand the strength of a client's faith in the healing process; c. explore the impact of the client's faith in the treatment process; and d. use reflection and self-regulation to manage personal worldviews/lens and maintain professionalism in practice situations.	

Resources

Required Textbooks

There is no textbook for this course.

Repeating Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Supplemental Resources in Brightspace

National Association of Social Workers. (2021). *Code of ethics*.

Videos

You will also be required to watch videos from SAU's White Library databases and/or YouTube, which are listed in your Course Schedule and in each week in Brightspace.

Student Expectations

The quality of your learning experience in this course depends on timely completion of individual assignments, active participation in weekly activities, and regular interactions with the instructor. One of the instructor's roles in an online class is that of facilitator, encouraging you to think, question, apply, and integrate the Christian faith with the subject matter.

The success of internet-based, distance learning is greatly related to the degree students contribute to the learning experience of others in the class. You have much to offer others through your interactions, particularly through class threaded discussion activities.

Attendance

Attendance in an online course is based upon electronic records of student presence. A student who logs into the course but does not submit coursework is not actively participating. See the Additional Policies section of this syllabus for details.

Integration of Faith and Learning

This class will provide you with opportunities to integrate your knowledge of Social Work, values, skills, and cognitive affective processes with faith and learning by applying Biblical principles to concepts and/or practices in class activities and assignments.

Participation in Class Discussion

As you participate in each week's activities, keep the following netiquette in mind:

- **Actively participate in assignments.** These assignments are designed to engage students in interactive learning, which is the backbone of the course. Respond to the professor's questions and respond to other students' posts as outlined in the assignment prompts and syllabus. Post early and often.
- **Use complete sentences and be conversational:** The form, tone, and style of your posts should be somewhere between oral and formal, written communication.
- **Make regular, thoughtful contributions:** Reflections should demonstrate an understanding and application of concepts covered in the course materials.
- **Review your contributions for grammar and spelling:** Make sure you have written clearly.

- **Limit the use of emoji:** While it's okay to use symbols to express emotions (:-)), don't overuse them or use emoji that aren't well known.
- **Respect to your classmates:** Responses should be constructive. Be respectful of your classmates even if you disagree with them.
- **Don't share the class discussion:** Discussions enrich your learning experience and shouldn't be distributed outside the course.

Reading and Viewing Assignments

Each week you will have reading and/or viewing assignments. Complete all reading/viewings prior to class activities. This will allow you to be an active participant in the class. It is important that as you read/watch, you check for understanding and continually be mindful of how to best apply the information.

Written Assignments

Unless otherwise noted, all written assignments should follow the American Psychological Association (APA) format (current edition), including the following: typed, double-spaced, 12-point Times New Roman font, one-inch margins, and a properly formatted title page. Include a reference page as necessary. See the File Formats section below for further information.

The website for APA Style is apastyle.org. For additional help with APA Style, visit the Academic Writer website by clicking on the link provided in your classes in Brightspace or through White Library.

This is a graduate-level course, and it is expected that all written work will reflect an appropriate level of thought, integration of assigned readings, and critical thinking. It is also expected that students will proofread their work and attend to grammar and sentence structure.

Late Assignments

- **What if your document arrives late?** You're expected to turn your assignments in on time. Late work must be coordinated with your instructor, who may deduct points accordingly.

- **What if technology prevents meeting a deadline?** If you have problems submitting an assignment, use the SAU Help Desk by calling 517.750.1234, or emailing helpdesk@arbor.edu to troubleshoot and document the issue.

As you might expect, there is a lot to accomplish over a relatively short period of time. It's important to plan in advance and keep pace. However, it should be recognized that most students taking this course lead hectic lives involving many responsibilities. As such, it's important to prayerfully support one another throughout this undertaking. Keep your instructor informed of any issues that impact turning your assignments in on time.

Submission of Assignments

All assignments (student's original work) are to be submitted online to the appropriate tool in Brightspace (located in each week) unless otherwise specified. Papers and presentations should be concise, accurate, and polished without grammatical or spelling errors, and in APA Style.

File Formats

Students are required to submit their files to instructors or classmates in a Microsoft Office format (i.e., .docx, .xlsx, .pptx). The MySAU Portal gives access to Microsoft Office 365. If you use another program, export files to an accepted format.

Communication

Email will be the primary method of communication used outside of class between the instructor and students. Use your SAU webmail from the MySAU Portal and your SAU email address as your primary email for Brightspace.

Note: Regularly check your SAU email from the MySAU portal, or you may miss vital information about your course or program.

Email Guidelines

Because of the nature of internet-delivered courses, electronic interactions among students and instructors should be prized. At the same time, considerable "information overload" can be experienced if email interactions are excessive or frivolous. Rather than trying to quantify guidelines for email interactions that curb possible excess (beyond those

specifically prescribed for group discussion activities in Brightspace), the following guidelines should be followed for all emails that occur outside of Brightspace.

- Emails should primarily deal with course-related content, readings, assignments, and needs.
- Emails should be responded to in a timely manner.
- Emails to the course instructor or other students should not be excessive (in number or length).
- Emails should be respectful, courteous, and uplifting in tone.

Unless otherwise specified, all emails pertaining to matters of course content, structure, and assignments should be directed to the instructor's email address identified under the Meet Your Instructor area in Brightspace.

Emails dealing with technology-related issues should be directed to the Help Desk at helpdesk@arbor.edu.

Academic Honesty and Integrity

The Spring Arbor University community of teachers and scholars affirm that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty, and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students.

Submit work that represents your original words and ideas. When using another person's work, published or not, identify all quotes and reference citations using APA Style.

Conduct that violates academic integrity includes:

- **Dishonesty.** This is a lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying from another student's quiz; allowing one's own quiz/exam/paper to be copied; reading a quiz online prior to reading the chapter; giving or receiving help on a quiz, paper, or exam; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); and disclosing or accepting information about a test if one takes a test at a different time than other students in the same course.

- **Plagiarism.** This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the University Graduate Catalog and any other applicable rules/guidelines and regulations applicable to such violations.

Cheating or plagiarism may result in a zero (0) for the assignment and possible failure (F) in the course. Make use of the SAU Writing Center if you are uncertain of how to appropriately document with APA Style and academic integrity.

Professionalism

Students should demonstrate professional behavior consistent with a graduate culture. In addition to the topics already covered, expectations include punctuality, respectful interactions (including respecting diverse opinions), uplifting comments in class activities, contributing thought-provoking questions, and respecting the confidentiality of personal information shared. There is to be no video or audio recordings without the instructor's consent.

Policy on Safety and Confidentiality

Related to using information from agencies: Students will especially honor client confidentiality when involved in agency-based assignments. Do not disclose any identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information. This applies to any and all in class activities and any and all written assignments. In all instances, follow the National Association of Social Workers (NASW) Code of Ethics.

Additional Policies

The syllabus may be revised at any time and any changes will be announced in class or through Brightspace. The student may be referred to the MSW Program Guide and the SAU Graduate Catalog for additional policies and resources that may be applicable to their unique situation.

Grading Policy

A student who receives a grade of "C" or below in any of the MSW courses will need to repeat the course. Even if a student has a GPA of 3.0 or above, they will still need to repeat the course. There is no limit to the number of repeated courses, but any given course may only be repeated once. Courses with a grade of "C" or below will not be counted toward graduation requirements and will need to be repeated. Courses with a grade of "C+" or above will be counted toward graduation requirements.

A grade of C or below in coursework could impact the student's participation in internship. See the Internship section of the MSW Program Guide for more information.

For more information, refer to the current year's Graduate Catalog.

Students with Disabilities

Spring Arbor University, in compliance with federal regulations and in support of our efforts to enable **all** students to maximize their God-given talents and abilities, provides the Academic Support Center (ASC) to direct academic services for students with disabilities.

Students with disabilities may request accommodations as provided within federal law. Documentation and requests should be made to the ASC office as early in the semester as possible to prevent delays in accommodations.

Students may contact the ASC office (517-750-6481 or 517-750-6479) and are encouraged to visit the Students with Disabilities website to learn more about the accommodation process and the resources ASC provides.

Course Assignments

The purposes of the assignments and the evaluation and grading system described here are: (1) to enhance learning, (2) to stimulate the integration of class work with practice, and (3) to assess the extent to which the course competencies and practice behaviors are achieved.

Acknowledgement Quiz

Grading: 4 points

Due: Thursday by 11:59 p.m. EST/EDT

After reviewing the Syllabus, Textbooks, & Information area of Brightspace, the student will complete a short quiz to acknowledge that they reviewed the syllabus, grading rubrics, SAU's Policy on Academic Integrity, and the SAU MSW Program's Grading Policy. Completion of the quiz counts for attendance in Week 1 of the course. By clicking Yes, you acknowledge that you completed and understood the required tasks.

Video Notes

Grading: 15 points | 5 points x 3 weeks

Due: Weeks 1, 4, & 6, Initial post by Thursday, 11:59 p.m. EST/EDT. Responses to at least two peers by Monday, 11:59 p.m., EST/EDT.

Creating community in an educational environment is important, especially in the online world where learning can feel very lonely. Remember, your classmates are completing the same assignments as you.

Each week, you will post a 1-1.5 minute initial video response to the prompt provided and then respond to at least two classmate's videos with either a 1-1.5 minute video response or written comments.
To record your video response, utilize your smartphone, iPad/tablet, or another preferred electronic device.

Let your responses be positive and uplifting. Uphold the dignity and worth of all individuals in this learning environment.

Video Notes Rubric:

General Expectations for Professionalism & Active Participation	Possible Points
Posts on time to student engagement activity.	1 point
Is actively participating in the student engagement activity by, asking questions, demonstrating supportive comments, and being respectful to classmates and instructor. Participation demonstrates evidence of critical thinking skills.	1 point
Uses cultural humility when participating in student engagement activities with diverse populations of students and instructors – respect for differing cultural norms (for instance, the use of first names versus Mr., Mrs., Dr., etc.).	1 point
Models social work ethics when participating in the student engagement activity.	1 point
Respectful of all class members and demonstrates efforts to engage in comradery that builds up classmates and faculty.	1 point
Total:	**5 points**

Research Terms Quiz

Grading: 50 points

Due: Week 2

This assignment focuses on reviewing research terms that are necessary in understanding social work research. Study the SWK627 Vocabulary Lessons in the Week 1 area in Brightspace thoroughly and often. These interactive flashcards will provide a refresher on research terms you will need to know for social work practice. In Week 2, you will take a quiz in Brightspace to demonstrate your knowledge of research terms.

Agency Evaluation Paper

Grading: 100 points

Due: Week 3

In this assignment, you will look at what methods your internship agency uses to evaluate effective practices. Many agencies engage in research through program evaluations to determine the effectiveness of programs and interventions and to stay in compliance with grant funding.

To do this, you will be interviewing your site supervisor to examine how program evaluation is currently being done at your internship agency. The premise is to look at how the agency is already doing evaluation and research. You will be learning about the variables the agency currently looks at and the evaluation tools being used in the agency.

You will be asking your site supervisor the questions below. After the interview, you will take your responses and write a 3- to 4-page paper, in third person, using APA Style guidelines. You will also be using research terms, such as independent and dependent variables, to help inform your paper.

- Which programs or services are currently being evaluated (researched) at your agency?
- Choose one program or service. What is the *mission/goals statement* of the program or service you are focusing on?
- What methods does your internship use to evaluate outcomes for this program or service? Provide examples of the *evaluation tool* and include the tool with your paper. (The evaluation tool does not count in the page requirement.) **Note:** This can be a client satisfaction survey, pretest/posttest, an assessment, checklist.
- What specific *variables* are being evaluated in the tool? What are the independent and dependent variables being looked at?
- How do they *measure* these variables specifically? How do they define these variables in measurable terms? What outcomes are they measuring?
- *How* is it being monitored and administered? What is the starting point? When are the evaluations given? What is the location where the evaluation is administered? How is the evaluation administered? Go through the 5 W's.

Agency Evaluation Paper Rubric:

Description	Points
Identification of programs being evaluated (researched) at agency.	20 points
One program/service chosen. Method of evaluation used at agency is described and tool is attached to paper.	20 points
Answers: What specifically is the agency evaluating? List the IV/DV.	10 points
Measurement definitions of variables.	20 points
Answers: 5 W's- How it is being monitored and administered.	20 points

Description	Points
Writing, APA Style, grammar, spelling, citations, and reference page.	10 points
Total:	**100 points**

Research Paper

Grading: 100 points

Due: Week 5

Note: This is a CORE assignment used in CSWE Assessment

In this assignment, you will apply the principles of ethical, humane, culturally informed, anti-racist, and anti-oppressive approaches to social work research. Your goal is to critically evaluate evidence-based findings and align them with your agency's practice, policy, and program goals.

Social workers are responsible for using rigorous research to inform and improve interventions, recognizing that culturally sensitive and anti-oppressive research strengthens practice outcomes and promotes equity across diverse client systems. This assignment promotes critical thinking, scholarly inquiry, and the ethical use of research in evidence-informed practice.

Assignment Instructions:

- Identify **three peer-reviewed research studies** that examine treatment methods, interventions, or programming relevant to your agency's work.
- Sources must come from credible databases such as White Library's PsycINFO, MedLine, Social Work Abstracts, or Research on Social Work Practice journal.

For each research article, address the following:

1. **Basic Information:**
    - What is the title of your research article?
    - Where did you find the article? (Provide the full source and a working link.)
2. **Research Variables:**
    - What is the Independent Variable?
    - What is the Dependent Variable?
3. **Measurement and Evaluation:**

- How are the variables measured?
- What evaluation tool was used?
- Critically assess whether the tool is valid, reliable, and culturally appropriate. (Include or summarize the tool if possible.)

4. **Sample Population and Results:**
    - What population was studied?
    - What were the results of the study?
5. **Application to Agency Practice:**
    - How does this research connect to your agency's evaluation tools or programming?
    - What can you take from the research to inform or improve agency practice?
    - Summarize findings using third-person professional language, applying critical thinking, cultural humility, and an anti-oppressive lens.

Paper Requirements:

- Use **APA Style** for formatting, citations, and references.
- Write responses in complete sentences, organized clearly under each numbered section.
- Ensure your writing is fluent, bias-free, professional, and free of grammar, punctuation, and spelling errors.
- Be explicit in **connecting research findings to practice application**, addressing cultural responsiveness, validity, and real-world impact.

Research Paper Rubric:

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
Articles	Articles are peer-reviewed, highly relevant;	Articles peer-reviewed and appropriate;	Articles somewhat relevant; basic	Sources missing or inappropriate;	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	all variables identified correctly and thoughtfully; sources clearly cited.	variables identified; minor errors.	variable identification; some inaccuracies.	variables incorrectly identified or missing.	
Explanation of Measurement and Evaluation Tools	Excellent explanation of measurement tools; critically evaluates validity, reliability, and cultural appropriateness of tools.	Adequate explanation and critique of measurement and evaluation tools.	Basic description of measurement tools; minimal or unclear critique.	Little or no explanation of measurement; misunderstanding of evaluation tools.	/20
Results and Findings	Clear, detailed analysis of sample population and study results; reflects critical understanding of research impact.	Adequate summary of sample and results; general understanding of findings.	Minimal or surface-level summary; limited insight into study implications.	Sample details or results missing or unclear; little understanding of findings.	/20
Integration of Findings and Practice	Strong, thoughtful integration of research findings with agency evaluation tools and practice needs; application shows critical	Adequate connection between research findings and agency evaluation or practice.	Weak or superficial connection between research and agency application.	Little or no connection to agency evaluation or practice; lacks critical application.	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	thinking and cultural humility.				
Writing	Flawless writing; polished organization; perfect APA Style; highly professional tone.	Clear writing with minor errors; mostly correct APA and logical organization.	Writing sometimes unclear; multiple grammar or APA errors; some disorganization.	Disorganized or unprofessional writing; frequent errors; poor APA usage.	/20
				Total:	**100**

Application Paper

Grading: 100 points

Due: Week 7

Note: This is a CORE assignment used in CSWE Assessment

As social workers, it is essential to apply research findings to inform and improve practice, policy, and program development. In this assignment, you will critically analyze and evaluate intervention and program outcomes at your internship, demonstrating mastery in selecting and applying culturally responsive evaluation methods. You will synthesize evaluation findings from your Agency Evaluation Paper (Week 3) and your Research Paper (Week 5) to develop recommendations aimed at improving practice effectiveness. This assignment requires critical thinking, cultural awareness, creativity, and evidence-based reasoning to optimize outcomes across multiple client systems.

This is a 3- to 4-page paper, written in third person, and following APA Style guidelines. Your work should be clearly organized into the following three sections:

Section 1: Findings

- Briefly summarize your evaluation findings from Week 3's Agency Evaluation Paper.
    - What did you find was currently effective at your agency that should be continued?
- Relate these findings to the research you conducted for Week 5's Research Paper. Make sure to cite sources properly to demonstrate evidence-based reasoning and cultural responsiveness.

Section 2: Improving Effectiveness

- Based on your evaluation and research findings, what recommendations would you propose to improve your agency's effectiveness?
- What is currently being done, what would you add, and how would you monitor the changes? Suggestions can include program development, treatment enhancements, satisfaction surveys, new assessments, or other innovative evaluation ideas.
- Discuss anticipated outcomes and the difference these outcomes would make. What could your agency do with this information?
- Analyze the process for change at your agency: How is change created or implemented? Would your recommendations be feasible? What challenges might exist?

Section 3: Evaluation Analysis

- How could your evaluation analysis assist in grant writing, achieving agency goals, improving outreach, enhancing service quality, or expanding programs?
- Critically connect your evaluation findings to broader organizational improvements, showing how evidence and cultural context can shape positive change.

Application Paper Rubric:

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
Section 1	Comprehensive, insightful	Clear summary of both agency and	Basic or partial summary;	Incomplete, confusing, or	/25

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	summary of both agency evaluation and research paper findings; strong synthesis showing deep understanding of practice effectiveness and cultural responsiveness.	research findings; appropriate synthesis connecting evaluation outcomes.	limited synthesis; minor confusion or weak connections between agency and research findings.	missing summary; no meaningful synthesis between agency and research evaluation.	
Section 2	Thorough, creative, culturally responsive recommendations; clearly discusses current practices, proposed improvements, monitoring strategies, anticipated outcomes, and realistic challenges to implementation.	Recommendations mostly clear; discusses additions and monitoring; identifies outcomes and basic feasibility issues.	Limited or generic recommendations; weak connections to monitoring, outcomes, or feasibility; surface-level discussion.	Recommendations missing, vague, or unrealistic; little to no analysis of feasibility or anticipated outcomes.	/25
Section 3	Sophisticated analysis linking evaluation to agency mission, grant	Adequate explanation of how evaluation findings could support agency	Basic or vague description of how findings could be used;	Missing or minimal discussion of application of	/25

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	opportunities, service quality, or outreach; critical thinking about real-world application.	goals or improvements.	little critical insight.	evaluation analysis.	
Writing	Flawless writing; free of errors; strong organization; APA formatting correct; clear and professional tone throughout.	Minor writing or APA errors; organization clear; professional tone maintained.	Several writing, grammar, or APA errors; organization sometimes unclear; tone may be inconsistent.	Frequent writing errors; poor organization; APA guidelines ignored; unprofessional or unclear tone.	/25
				Total:	**100**

Grading Guidelines

Assignment	Points Possible	Points Earned	Due
Acknowledgement Quiz	4 points		Week 1
Video Notes (5 points x 3 weeks)	15 points		Weeks 1, 4, & 6
Research Terms Quiz	50 points		Week 2
Agency Evaluation Paper	100 points		Week 3
Research Paper	100 points		Week 5
Application Paper	100 points		Week 7
Total	**369 points**		

A	96-100%	B	86-89%	C	76-79%	D	66-69%
A-	93-95%	B-	83-85%	C-	73-75%	D-	63-65%
B+	90-92%	C+	80-82%	D+	70-72%	F	62% or lower

Grades on all assignments based on the following:

- Completeness: Addresses all parts of the assignment.
- Competence: Demonstrates understanding of concepts (can define/describe in own words) and the ability to apply them (can cite specific examples that illustrate the concept).
- Presentation/Organization: Produces papers and handouts that have a professional appearance.
- Follows APA Style and uses correct grammar and spelling.
- Uses headings and subheadings to identify parts of the assignment and relevance of content in each segment.
- Communicates clearly and concisely.

Course Schedule

Week	Read and View	Assignments
1	• Berrick, J. D., Frasch, K., & Fox, A. (2000). Assessing children's experiences of out-of-home care: Methodological challenges and opportunities. *Social Work Research*, *24*(2), 119-127. • Eyrich, K. M., Pollio, D. E., & North, C. S. (2003). An exploration of alienation and replacement theories of social support in homelessness. *Social Work Research*, *27*(4), 222-231. • Meadows, L. A., Kaslow, N. J., Thompson, M. P., & Jurkovic, G. J. (2005). Protective factors against suicide attempt risk among African American women experiencing intimate partner violence. *American Journal of Community Psychology*, *36*(1/2), 109-121. • Morrow-Howell, N., Burnette, D., & Chen, L. (2005). Research priorities for gerontological social work: Research and practitioner perspectives. *Social Work Research*, *29*(4), 231-242. • Williams, J. K., & Hall, J. A. (2009). Stress and traumatic stress: How do past events influence current traumatic stress among mother's experiencing homelessness? *Social Work Research*, *33*(4), 199-207.	Acknowledgment Quiz Video Note
2	• Mythbusters: Independent and Dependent Variables [6:14] • Powtoon: Independent and Dependent Variables [2:46] • Independent vs. Dependent Variables [5:28] • Variables and Measurement [13:32] • The Nature of Social Research [30:34]	Research Terms Quiz
3	• Program Evaluation: Lessons from the Field • Basic Guide to Program Evaluation (Including Outcomes Evaluation) • Introduction to Program Evaluation	Agency Evaluation Paper
4	• Validity vs. Reliability [2:18]	Video Note

Week	Read and View	Assignments
	• Validity and Reliability [3:40]	
5	• Freedman, C. (2005). Practitioner evaluation of a brief intervention approach in emergency services: The Sunshine Hospital Quick Response Team. *Journal of Social Work Research and Evaluation*, *6*(2), 107-116. • Guimond, A. B., Wilcox, M. J., & Lamorey, S. G. (2008). The early intervention parenting self-efficacy scale (EIPSES). *Journal of Early Intervention*, *30*(4), 295-320. • Sabella, S. A., Groomes, D. A., Markve, M. E., & Shoemaker, M. T. (2018). Competencies for effective program evaluation and quality assurance in vocational rehabilitation. *Journal of Rehabilitation*, *84*(3), 66-74. • Secret, M., Abell, M. L., & Berlin, T. (2011). The promise and challenge of practice-research collaborations: Guiding principles and strategies for initiating, designing, and implementing program evaluation research. *Social Work*, *56*(1), 9-20. • Sexton, T. L. (2014). The development and evolution of family therapy research: Its impact on practice, current status, and future directions. *Family Process*, *53*(3), 415-433.	Research Paper
6	• No readings or videos this week.	Video Note
7	• No readings or videos this week.	Application Paper

Note: *This course schedule is a universal outline of the course activities and projects for SWK 627. Your instructor will provide an official Course Calendar with specific due dates for each week, along with guidelines outlining their expectations, during the first week of class.*