Concord University  
Division of Social Sciences  
Social Work Department  
Master of Social Work Syllabus  

SOWK 642 – Advanced Rural Research Methods for Social Work

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Course Title: Advanced Rural Research Methods for Social Work  
Course CRN # and Section: 10196 (1SY); 10195(2AS)  
Credit Hours: 3 credit hours  
Semester Taught: Fall 2018  
Room Number (if applicable): Online  
Course Time (if applicable): Online

COURSE DESCRIPTION:  
This is the second research course and is required for both foundation and advanced students. This research course is taken concurrently with Advanced Field Practicum. The course emphasizes the application of research methods for the evaluation of practice effectiveness and/or program outcomes in rural evidence-based practice. Students will choose a client, group or program in the field agency and engage in the evaluation process. The course emphasizes the evaluation of evidence-based interventions and the utilization of quantitative results to make practice decision that improve the quality of services, initiate changes in policy and improve delivery of social services. Students will deepen their understanding of the essential components of a research project that were introduced in SOWK 541 or their BSW research methods course.

PREREQUISITES: Admission to the Advanced Standing MSW program, and successful completion of SOWK 541 or their BSW research methods course.

REQUIRED TEXTS:  

**Articles and other readings, as assigned throughout the semester.**

**HIGHLY RECOMMENDED TEXT FOR ALL MSW COURSES:**

**Course Management System:** Blackboard Learning Platform
One of the benefits of utilizing Blackboard (Bb) is taking into consideration the health and preservation of our environment. Hence, students are encouraged to reduce the amount of printing and are required to submit their written assignment via Blackboard.

Students will also be able to track points earned for assignments. The Professor will post announcements and email related to this course **exclusively on Blackboard (Bb)**. Therefore, students are encouraged to Log into Bb daily and consistently throughout the semester. Students who experience difficulties with Bb should contact the Help Desk (cuhelpdesk@concord.edu or ext. 5291 on campus phone, or 304-716-0054 from off campus or cell phone). Students are also encouraged to review the “On Demand Help Video for Students” that is available on Blackboard.

In addition, email the professor through the Bb course messages immediately to explain the situation. If Bb is inaccessible due to the campus server being down), email me at pnishimoto@concord.edu immediately to explain the situation. This procedure provides documentation of the date and time of the email and the situation. Attach the assignment to the email, if applicable.

**Zoom Video Communication Platform:**
Zoom video communication replaces the adobe connect platform for on-line sessions. It’s a user-friendly system that will be used for synchronous sessions. Students may also be able to utilize Zoom for meetings with fellow students for group assignments and/or to meet and support each other throughout the semester. Each professor will have their own login information their course. For more information about Zoom, students can log on to Zoom.us. For 24/7 technical support, go to support.zoom.us.

**Hardware/Software needed (include privacy policies, if applicable):**
To be an effective participant in Concord’s University’s online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

1. Windows XP or higher or MAC OS-X or higher
2. 128 MB RAM or higher required
3. 2GB or larger hard dive
4. Color video display running at least 800 X 600 dip with 256 color
5. Sound Card with speakers and/or headphones
6. Microphone (Getting a combined microphone and headphones is preferred)
7. Stable Internet connectivity – 56K modem (minimum); Broadband or DSL connection is highly recommended
8. Anti-virus software with up-to-date virus definitions

For additional information, please see the following link for computer and software requirements: [http://hub.concord.edu/social-work/sites/hub.concord.edu.social-work/files/files/Social_Work_Computer_Requirements.pdf](http://hub.concord.edu/social-work/sites/hub.concord.edu.social-work/files/files/Social_Work_Computer_Requirements.pdf)

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard learning platform with support provided in the course.
12. Access to a microphone and audio to participate in the Synchronous Sessions (SY) through Zoom.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: [http://hub.concord.edu/technology/node/12](http://hub.concord.edu/technology/node/12)

*Students are encouraged to take advantage of my office hours in person, or by phone and/or Zoom.*

**Please use the course messaging within Blackboard (Bb) as our primary form of communication. In addition, please call the direct line to my office. Leaving a phone or text message on my cell phone (304-922-5690) are for emergencies purposes only.**

**COURSE FORMAT AND LEARNING EXPERIENCES:**
The content of the course is organized into self-directed learning modules. Moreover, within the modules are facilitative discussions (but not meeting at the same time). Each module contains instructional information, links to the corresponding assessment (including quizzes), and links to the assignments (both written and discussion board). Refer to Course Assignments and Evaluations in the syllabus for further information about the required assignments.
Blackboard discussions replace the in classroom face to face time discussions and so these take time to read, think, reflect, and respond to others. If we were meeting face to face, it would be for three-hours a week. Give yourself enough time to do these *thoroughly, thoughtfully, and respectfully*. Avoid becoming overwhelmed or behind by using time-management skills and self-care strategies. Students in the past have stated that the discussions are a great part of the course, while at the same time, advising current students to make sure they give themselves enough time and to not get behind.

Synchronous sessions via Zoom are scheduled once a month during the semester will include supplemental lectures, group discussions about students’ research project. These sessions are tentatively scheduled on the following Saturdays: August 26, September 15th, October 20th, and November 17th. *Students may choose to attend either the 9:00 am or 10:30 am session by responding to the survey/poll posted in doodle.com during the first week of the semester.*

At the graduate level, it is expected that all students will:
- Complete all required readings either prior to or by due dates;
- Seek to go beyond assigned readings to expand knowledge, answer their own questions, and seek further input on topics of importance to the field of social work, as well as their own professional interests, as related to the material in this course;
- Give yourselves enough time to read, think, reflect, engage in dialog/discussions, and complete assignments thoroughly, thoughtfully, professionally, and respectfully; and,
- Participate actively in all aspects of the course in a timely and professional manner.

**CONCORD UNIVERSITY EDUCATIONAL GOALS:**

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

Building on selected baccalaureate degree programs, the master’s degree programs provide opportunities for highly specialized research and professional development.

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse, such as: listening and speaking, reading and writing, numeracy, graphic communication, non-verbal communication, and technology literacy.
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

**Knowledge:** Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An ability to interpret events and trends within historical contexts.
3. A recognition of the complex interactions between organisms, including human beings and their environments.
4. Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s).

**Attitudes:** Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

**COUNCIL ON SOCIAL WORK EDUCATION (CSWE) COMPETENCIES, LEARNING OBJECTIVES/PRACTICE BEHAVIORS, AND SELECTED ASSIGNMENTS:**

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors.

**Competency 1: Students will demonstrate ethical and professional behavior.**

**Generalist Behaviors**

- 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 as appropriate to context.
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
• Use technology ethically and appropriately to facilitate practice outcomes.
• Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors

A1: Demonstrate and preserve professional roles and boundaries in rural settings. (Assignments: Discussion postings and review exercises)

A2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (Assignments: Discussion postings, CITI certification, and research project)

A3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services. (Assignments: Review exercises, discussion postings, & research project)

A4: Apply ethical decision-making skills to address the use of technology in rural settings. (Assignments: Discussion postings, CITI certification, & research project)

Competency 2: Students will engage diversity and differences in practice.

Generalist Behaviors

• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Advanced Behaviors

A5: Recognize and understand the experience of isolation of minority groups in rural settings. (Assignments: Discussion Postings & research project)

A6: Engage in self-reflection about and address personal biases and values as they related to rural populations and settings. (Assignments: Discussion postings & research project)

Competency 3: Students will advance human rights and social, economic and environmental justice.

Generalist Behaviors

• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
• Engage in practices that advance social, economic, and environmental justice.

Advanced Behaviors

A7: Understand, analyze, and implements strategies to address forms of rural oppression. (Assignments: Discussion postings & research project)

A8: Advocate for human rights and social and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). (Assignments: Discussion postings & research project)

Competency 4: Students will engage in research-informed practice and practice-informed research.

Generalist Behaviors

• Use practice experience and theory to inform scientific inquiry and research.
• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
• Use and translate research evidence to inform and improve practice, policy, and service delivery.

Advanced Behaviors

A9: Identify, evaluate, and select rural practice strategies. (Assignments: Review exercises, discussion postings, & research project)

A10: Promote and participate in the use of research to improve the effectiveness of rural practice. (Assignments: Quizzes & Research Project)

Competency 5: Students will engage in policy practice.

Generalist Behaviors

• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
• Assess how social welfare and economic policies impact the delivery and access to social services
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Advanced Behaviors

A11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. (Assignments: Discussion postings & research project)

A12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (Assignment: Discussion postings)
A13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (Assignments: Review exercises, discussion postings, & research project)

Competency 6: Students will engage in Individual, family, group, organizations, and communities

Generalist Behaviors

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behaviors

A14: Apply theories of human behavior and the social environment to rural practice. (Assignments: Discussion Postings & research project)
A15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services. (Assignment: Research project)
A16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. (Assignment: Research project)
A17: Coordinate formal and informal networks to promote sustained client well-being. (Assignments: Discussion Postings & research project)
A18: Apply knowledge of practice within the rural context for the development of service systems and treatment strategies. (Assignments: Discussion Postings & research project)

Competency 7: Students will assess individuals, families, groups, organizations, and communities.

Generalist Behaviors

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Advanced Behaviors

A19: Use multidimensional, bio-psychosocial, spiritual assessment tools. (Assignment: Research Project)

A20: Use empathy, cultural responsiveness, and others interpersonal skills to complete an assessment. (Assignment: Research Project)

Competency 8: Students will intervene with individuals, families, groups, organizations, and communities.

Generalist Behaviors

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Advanced Behaviors

A21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. (Assignments: Discussion Postings & research project)

A22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (Assignment: Research project)

A23: Develop and implement collaborative multidisciplinary strategies for rural practice. (Assignments: Discussion Postings & research project)

Competency 9: Students will evaluate practice with individuals, families, groups, organizations, and communities.

Generalist Behaviors

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behaviors

A24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. (Assignment: Research project)
CONTRIBUTE TO THE KNOWLEDGE BASE OF THE SOCIAL WORK PROFESSION THROUGH PRACTICE-BASED RESEARCH. (ASSIGNMENT: RESEARCH PROJECT)

COURSE ASSIGNMENTS AND EVALUATION:

Reading Assignments:
It is expected that students read assignments prior to all class discussions, assignments and activities. Remember, your professor knows not only what you post but also when you logged in, the amount of time spent on a post or project, and the number of views you have had of other students’ posts. Each student is expected to join all class discussions (as assigned in each module in Bb) and is expected to read all of the assigned readings and post throughout each module not just once or twice a module or at the end. Thus, consistent discussion postings are required. The following questions will help students to work through the readings and organize their thoughts:

1. What are the major organizing ideas or points in the reading? What are the subordinate ideas or points?
2. What significant questions do the reading raise for students? What arguments(s) contained in the reading that challenge students' current knowledge-based and understanding about research methods for the evaluation of practice effectiveness and/or program outcomes in rural evidence-based practice?
3. In what ways does the reading reinforce, extend, challenge, or contradict students' own views about evaluation of evidence-based practice and program outcomes, particularly in rural communities?
4. How does the main points of the reading relate to students' practicum or social work experience?
5. How does the reading(s) inform students' understanding about research methods for the evaluation of practice effectiveness and/or program outcomes, particularly in rural communities?

Discussions Postings
The course emphasizes active and interactive learning. Regular class participation involves completion of all assigned reading and independent learning activities across all modules as well as active engagement in three (3) discussions throughout the course consistently across all modules via Blackboard (Bb). Each discussion is worth up to 10 points each.

- Blackboard discussions replace the in classroom face to face time discussions and so these take time to read, think, reflect, and respond to others. If we were meeting face to face, it would be for 3 hours a week. Give yourself enough time to do these thoroughly, thoughtfully, and respectfully. So do not get overwhelmed or behind. Students in the past have stated that the discussions are a great part of the course, while at the same time, advising current students to make sure they give themselves enough time and to not get behind.
- You must post for each discussion question/topic. Make unique contributions clearly connected to the content covered in course materials, which you have read.
“Open posts” are very important in this course.

Respond to numerous other classmates’ postings in a thoughtful and complete manner.

See the class participation evaluation form in Bb (this will be graded at the end of the semester but will be based on the whole semester). Do not simply compliment (e.g. ‘interesting point”) or support/disagree (e.g. “I agree with you” or “I do not agree”) another student’s work; no credit will be given for these types of comments.

When communicating online, it can be easy to overlook the fact that you are talking in black and white ink or in a public discussion. Though I expect lively and thoughtful discussions, which reflect a multiverse of perspectives in this course, personal attacks on another student of any kind are not acceptable. Hence, exercise cyberspace courtesy (netiquette) to ensure that all students have the opportunity to learn without distractions. Students who engage in personal attacks will be subject to one of two courses of action:

- A score of 0 for the discussion and/or class participation as a whole
- A letter grade of “F” and/or dismissal from the class

Complete self-evaluation at the end of the course (this must be thorough and self-reflective)

If you have an issue with a classmate, please contact the instructor immediately via Blackboard e-mail. Do not confront the other student directly.

Discussions can be accessed using the “Discussions” link on the left margin of the homepage of the Blackboard course. In addition, links to the discussions are located in the corresponding learning module.

All reading is to be completed by the beginning of each week so that we can discuss the material thoroughly throughout the week in the Discussions Tab within Blackboard (Bb). As your instructor, I will look for participation from each student across numerous days of the module/week, not just at the end of the week. Be sure to:

1. Post your initial response(s) to the questions by the time assigned within the module. This is important so others may read and respond to the post(s);
2. Response to, at a minimum, two other students’ posts; and,
3. Respond back to other students’ response to your original post.

Written Assignments:

1. **Mini-Assignments (MA) and Quizzes:** Complete and submit review exercises and/or quizzes on Blackboard. The mini-assignments and quizzes are located in the Course Assignment Folder.

   **MA1:** Create an APA Formatted Template (worth up to 5 points).

   **MA2:** Describe research informed practice and practice-informed research. Describe evidence-based practice (EBP) and the relevance of statistics. Discuss the difference between quantitative and qualitative research. Include citations from peer-reviewed journal articles that are no more than 5-years old, and textbooks to support your descriptions and provide at least three examples (worth up to 30 points).
MA3: Complete the Database Search and Research Article Summary sheets as part of the search for literature about your research topic (worth up to 10 points).

MA4: HSRB Application (worth up to 10 points).

MA5: Complete the Themes and Findings Sheet, as well as develop an outline for literature review section of the Research Project Paper (worth up to 10 points).

The three quizzes are worth up to 10 points each.

2. **Research Project**: Each student will complete a research project (worth up to 100 points). The project will evaluate the effectiveness of an intervention with a client/group. A *single-case design or a group design will be utilized for the evaluation of interventions*. The research will be conducted in the student’s field agency. The project will include the identification of a client/group, identification of research problem and research questions, the review of literature, the design of the study, description of method of data collection and analysis, collection of data, analysis and interpretation of data, and writing the paper. *The course instructor and the student’s field instructor (if applicable) must approve the project prior to engaging in the research.* Informed consent must be obtained from the client. The research paper must be written using the format of the Publication Manual of the American Psychological Association for in-text citations, reference lists and paper format.

Students that are not enrolled in advanced field practicum during the fall semester will need to create a single-subject design that involves a self-care intervention on themselves. Details of such project will be discussed during the first two weeks of the semester.

There are three written draft assignments associated with the Research Project in addition to the final Research Project Report (term paper). These draft assignments include:

- Research Project Approval Form (worth up to 10 points)
- Draft Literature Review Section (worth up to 20 points)
- Draft Methodology Section (worth up to 20 points)
- Draft Results and Discussion Sections (worth up to 20 points)
- Video Presentation (worth up to 15 points)
- Evaluation of Presentations (worth up to 15 points)

3. **CITI On-line Training Course.** Register for CITI Training at [https://www.citiprogram.org/](https://www.citiprogram.org/) and select “Register” under “Create an Account.” Please select Concord University on the following page, and complete your personal information. Once you have gained entry into the Citi Course training site select the Social and Behavioral Responsible Conduct of Research Course under question one. **Do not** take the Conflicts of Interest course by choosing “no” under question two. Once you have completed all of the required modules you may save your certificate and forward it to me via email. You have until **September 2, 2018** to complete this assignment. If you have already completed the Citi Training, please log back in and save your certificate. Please note that your instructor for SOWK 541 may not have retained the certificates. This assignment is worth an additional 10 points upon submission of your
Certificate of Completion. The receipt of the certificate is granted when students successfully complete the training.

4. **Synchronous Session.** There are monthly synchronous sessions during the semester. Level of participation is worth up to 20 points each. Students have a choice between monthly Friday evening sessions at 7:00 pm or monthly Saturday morning sessions at 9:30 am. Students will have the opportunity to participate in a doodle poll to make their selection at the beginning of the semester.

Complete all related assignments (due dates and times will be listed in the Course Assignment folder within Bb). With the exception of the discussions postings, deadlines for all assignments are always 11:59 pm Eastern Standard Time (EST), *as determined by the clock within Blackboard, not the clock on your computer.* It is also important that you submit the correct and final draft of your written assignments because *submission of the wrong or incomplete assignment will not buy you more time past the due date and time.* Assignments will be graded within a two-week period from submission.

Therefore, I highly recommend completing much of the work at the beginning of the module in case you run into technological issues. If you run into technological issues, you can then contact the help desk; they are available during their workweek to assist you. All technological (computer and Bb) issues should be addressed to the help desk immediately (refer to help desk folder in “Start Here”) *before* contacting the Professor. [The IT office is closed on weekends.]

It is imperative that students **access Blackboard (Bb) on a continuous (daily) basis** because this class is exclusive online and I will post announcements and email related to this course exclusively on Bb.

A benefit of utilizing Bb is taking into consideration the health and preservation of our environment. Hence, you are encouraged to reduce the amount of printing and are required to submit your written assignments via Bb. In addition, you will be able to track points earned for assignments, which will enable you to gauge how well you are doing in this course.

**Late Assignments**

With the exception of certificated written accommodations provided by Concord’s Student Affairs/Disabilities Services office or unforeseen family and/or personal emergencies, late discussion posting and submissions of written assignment will not be accepted. Therefore, plan ahead of time for potential Internet malfunction and/or conflict with employment schedule. Avoid waiting last minute to work on written assignments, or submitting assignments minutes prior to the deadline. It is also imperative that students submit their assignments via Blackboard (Bb). The only exception to submitting assignment to the instructor’s email is when the Bb platform system is down.
**Course Grade:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Worth up to points</th>
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</thead>
<tbody>
<tr>
<td>Mini-Assignments/Quizzes (Points vary)</td>
<td>95</td>
</tr>
<tr>
<td>Final Research Project Report</td>
<td>100</td>
</tr>
<tr>
<td>Proposal</td>
<td>10</td>
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<tr>
<td>Literature Review Draft</td>
<td>20</td>
</tr>
<tr>
<td>Methodology Draft</td>
<td>20</td>
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<tr>
<td>Results &amp; Discussion Draft</td>
<td>20</td>
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<tr>
<td>Discussion Questions (3 @ 10 each)</td>
<td>30</td>
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<tr>
<td>Presentation and Evaluation</td>
<td>30</td>
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<tr>
<td>SY Sessions (4 @ 10 each)</td>
<td>40</td>
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<tr>
<td>CITI On-Line Module</td>
<td>10</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>375</strong></td>
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The final course grade will be based upon the total number of points accumulated on the above activities:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- F = Below 70%

**POLICIES:**

**Netiquette**

Good netiquette should be utilized in discussion posts and in other communication in this course. The Cybersmile Foundation provides basic netiquette recommendations at: [https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette](https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette)

**Course Response/Instructor Access**

*Please utilize the In-Course Messaging function within Blackboard for this course for contacting the professor.*  
pnishimoto@concord.edu may be used as a second option. I will make every effort to respond to inquiries and/or concerns within 24 hours (excluding weekends, holidays, internet/blackboard maintenance or interruptions, or other times when the professor is not available while out conducting field visitations and/or attending meetings and conferences). For inquiries that would benefit other students, please use the Discussion Board “Open Forum” to post your inquiry.

**ACCESSIBILITY/ACCOMMODATION:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.
ACADEMIC DISHONESTY
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety or penalties – including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

CONCORD UNIVERSITY HONOR CODE:
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code States:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

CLASS/ONLINE ATTENDANCE POLICY
Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Since this is an online course through Blackboard, the concept of “attendance” is different. Although you will have certain amount of flexibility as to when you access the course material and complete your work, you still will have several deadlines to meet throughout the semester, and you must be finished with the course by the end of the course period. In particular, the instructor will track the frequency and length of your participation in discussion posting. Attendance for scheduled synchronized class sessions are optional, but highly recommended.

EMERGENCY ALERT SYSTEM
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-3845291).

EMERGENCY INFORMATION
Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information, go to: http://www.concord.edu/administration/office-public-safety.
INCLEMENT WEATHER POLICY
As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

  University Closure
  No students or employees are to report

Classes Cancelled
  Students do NOT report BUT employees are expected to report to work at their normal time.

  Operating on an Inclement Weather Delay
  Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

STUDENT CONDUCT
In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

TECHNOLOGY SERVICES
Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer: “This syllabus is subject to change based on the needs of the class. Please check it regularly.”