**KENNESAW STATE UNIVERSITY**

**WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES**

**DEPARTMENT OF SOCIAL WORK AND HUMAN SERVICES**

**HS4900**

**CAPSTONE SEMINAR IN HUMAN SERVICES (APPLIEED RESEARCH), FALL 2020**

**Instructor:** Dr. Cameron Greensmith

**Class Time:** Weekly synchronist meetings held on Fridays from 12:30pm – 3:15pm

**Location:** D2L

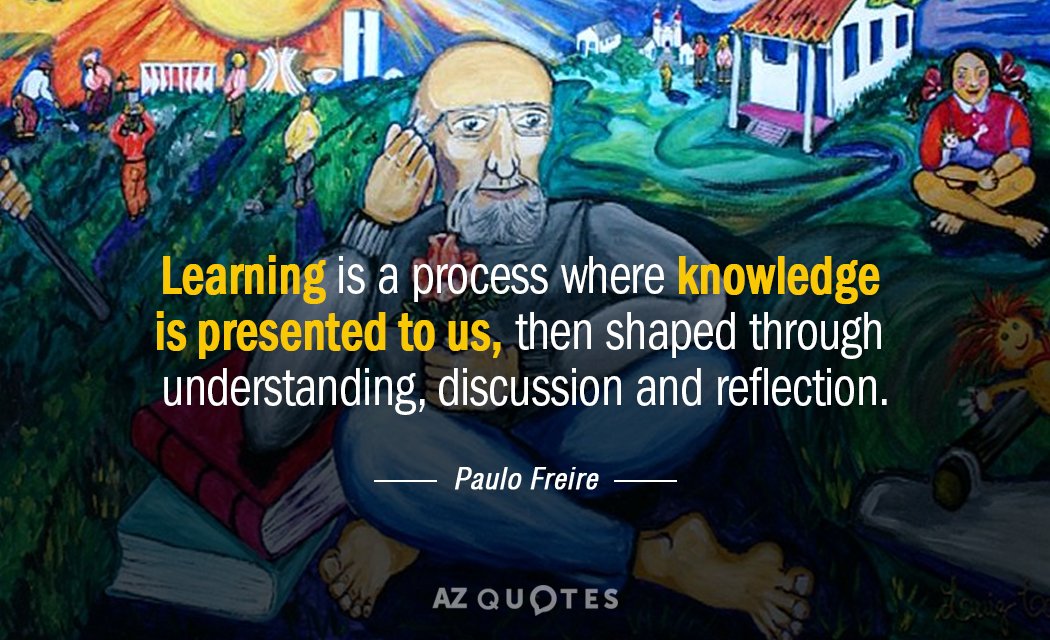
**Semester Credits:** 3 Credit Hours

**Email Address:** [cgreensm@kennesaw.edu](mailto:cgreensm@kennesaw.edu)

**Phone Number:** 1-470-578-6634

**Office:** Prillaman Health Sciences, Room 3309

**Office Hours:** Online using Collaborate Ultra, Teams, or Phone Call; meetings are to be made by appointment



## COURSE DESCRIPTION

This Research Capstone provides a “culminating experience” for Human Service majors. This course encourages students to think about how their coursework fits together as a whole and gives them an opportunity to put what they have learned as Human Services majors into practice through the development of an independent research project that incorporates original thought, argument, and analysis.

Over the course of the semester, students work on refining a topic and developing a supporting bibliography, conducting a significant amount of research (whether in libraries and archives, in the field, or both), situating their research among relevant secondary sources, and planning the project's final draft. A complete draft of the research project’s introduction (including background information for the reader and research questions), theoretical framework/literature review, methodology to be used, and conclusions/recommendations; in addition, students will present their projects to one another at the end of the semester in the form of a student-led symposium.

## COURSE OBJECTIVES

1. Recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. Review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. Recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. Evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. Reflect on and evaluate personal and professional growth; and,
7. Conduct and respond to criticism through peer-review.

## APPROACH TO TEACHING AND LEARNING

**This is an ONLINE course** and will meet exclusively online. However, this is a synchronous course, meaning that you will still need to be available at specific dates and times. **We will be meeting every Friday from 12:30pm – 3:15pm, starting on 08/21/20.** You will participate in the course using Collaborate Ultra, KSU’s web-based conferencing tool. During the online sessions, you will complete activities that will assist you with meeting the learning goals and objectives for each weekly module. You will also gain knowledge that should inform later assignments and activities. Your schedule will outline the topic for each module. Your quizzes, course content, and assignments are visible in the course room.

## THE SYLLABUS

This syllabus acts as a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course.

Additional Course readings and supplemental readings are found on [Desire to Learn Brightspace (D2L)](http://d2l.kennesaw.edu/). To log in you will need your current KSU NetID. The D2L course site will be used to provide you with an opportunity to monitor your grades, engage in enriched discussion, post newspaper articles or blog posts regarding policy changes occurring in real time, and access additional course materials (e.g., supplementary readings, assignment rubrics and examples). I will also be using D2L to communicate with the entire class—either through your email or the announcements tab.

## COMMUNICATION WITH THE PROFESSOR

**Assignment and Discussion Post Turn Around:** I strive to return your graded assignments within 14 business days of receipt.

**Collaborate Ultra:** Collaborate Ultra is an interactive collaboration tool that integrates into D2L Brightspace. With Collaborate Ultra, you can have live, two-way interaction with your professor and classmates, share media, and give presentations.

**Desire to Learn Brightspace:** D2L is an essential component of this course. It also serves as a resource where you can communicate with your classmates and the professor about course content and any related questions. It will include postings on all the class assignments, lecture notes, and helpful guides.

**Email Policy (you must follow all guidelines below):**

1. All emails must include in the subject line: 1) the course number; and, 2) a concise statement of purpose (e.g., **<insert course name> Appointment**). Otherwise, your email will likely be deleted. ***I will not respond to emails through D2L. Please use my @kennesaw.edu email.***
2. Please, also, include a salutation (**e.g., Hi <Instructor First Name>, or Dear Dr. Professor’s Last Name>**), so I know the email is meant for me, and a closing signature (**e.g., Thank you, or Regards, <insert name here>**). It is good practice to write your emails respectfully and I will return the same courtesy to you.
3. Please make sure you consult the course syllabus and any other handouts BEFORE submitting inquiries by email.
4. Email communications should not be seen as an alternative to meeting with the professor. It is not permissible to use emails as a mechanism to receive private tutorials or to receive information on any material that was covered in classes that you have missed.
5. I will do my best to respond to emails of immediate need within 48 hours. This only applies Monday to Friday during business hours (9am – 5pm). In an effort to cultivate a work-life balance, I will not respond to student emails in the evenings or on weekends. If you do not receive a reply after 48 hours, please resubmit your inquiry.

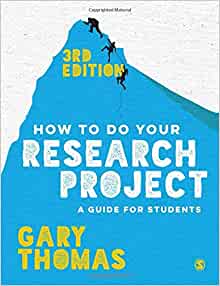
**Feedback:** I love getting feedback on my teaching and how the class is going. I value your input and I am often willing to make changes to enhance your learning. Please share with me any comments, suggestions, and ideas you may have. If you would like to do so anonymously, you can submit a note (typed or hand written) in my mailbox.

**Grading Inquires:** All inquiries/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.

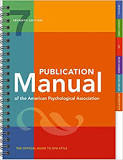
Requests for re-grade should be submitted to the professor within 7 days of the assignment being returned. Students will take 24 hours to review their assignment, the assignment expectations, and feedback given before submitting email inquiries. Students should submit a one-page explanation detailing the reason as to why a re-grade is required and the original assignment. In writing this explanation, students must refer to the feedback they have already been given on the assignment, the assignment examples provided by the professor, and the assignment expectations outlined in the syllabus. Students must note that any re-grade has the potential to increase or decrease the overall mark of the assignment in question.

## COURSE MATERIALS

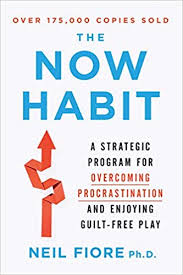
**Required Text:**

Thomas, G. (2017). *How to do your research project: A guide for students*. Sage.

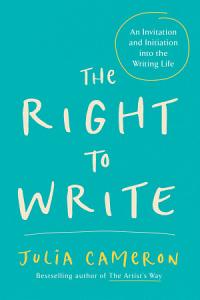
# Recommended: *APA Citation Style*

American Psychological Association. (2019). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, DC: American Psychological Association.

# Recommended: *Procrastination*

Fiore, N. A. (2007). *The now habit: A strategic program for overcoming procrastination and enjoying guilt-free play*. Penguin.

**Recommended:** ***Writing***



Cameron, J. (1999). *The right to write: An invitation and initiation into the writing life*. Penguin.

## ASSIGNMENTS

**Assignment Breakdown Due Date Percentage**

1. Information Sheet **08/17/20** 5%
2. Reflection and Project Proposal **08/28/20** 5%
3. Preliminary Bibliography **09/11/20** 5%
4. Expanded/Revised Research Statement **09/18/20** 5%
5. Theoretical Background/Literature Review **10/09/20** 5%
6. Methodology **10/23/20** 10%
7. First Draft **11/06/20** P/F
8. 3MT Presentation **11/20/20** 10%
9. Final Draft **12/6/20** 50%
10. Reflection **12/6/20** 5%

**Total 100%**

**Grading:** A total of 100 percent is possible in the course and will be assigned on the basis of:

A = 90 points

B = 80-89 points

C = 70-79 points

D = 60-79 points

F = Below 60 points

**Rounding:** There will be no rounding of individual assignment grades during the semester; however, the final grade will be rounded, with grades .5 or above rounded up. For example, a 74.5 is 75, and a 74.4 is 74.

**Late Assignments:** The professor expects that all assignments will be submitted by their posted due date. Late assignments will receive a late penalty of 5% per day, including weekends (Saturday, Sunday, and Holidays). Please make arrangements for an alternate due date, if required, by communicating directly with the professor. Decisions regarding the acceptance of late assignments will be made at the discretion of the professor. **Assignments handed in late will not receive any written feedback**

## ASSIGNMENT EXPLANATION

1. **Student Information Sheet (5%)**

Fill out the student information sheet survey available through D2L by **08/17/20** at 11:59pm.

**2. Reflection and Project Proposal (5%):**

On come to class prepared to discuss your reflection and project proposal. You will discuss how these two artifacts have helped you in designing the content and structure of your capstone project. In your write up, you will address the following: (1) your thesis topic—choose a preliminary topic; (2) why your topic is important; (3) why you should be the one to write this project (“…as a mission worker in [x]…,” “in my first internship I noticed…,” “as a black disabled woman…”); and, (4) refer to at a minimum of **five** academic texts to help justify your project and its significance within the interdisciplinary human services field (these sources can be generated from previous course materials)

This assignment and its contents will be subject to peer discussion in class. I will also give you detailed written feedback on the suitability of your project and some potential content areas to ponder. Written assignment to be **submitted on D2L by 08/28/20 BEFORE class.**

**3. Preliminary Bibliography (5%):**

In order to narrow and focus your proposed research topic, you need to research relevant sources and/or expand in the bibliography you compiled for **Assignment #2**. After your meeting with Mary Margaret Cornwell (mcornwe2@kennesaw.edu) in order to compile a preliminary bibliography. Use between 15-20 academic sources. You can add and subtract later, but your bibliography has to reflect the major scholarly works in the field, both books and articles, as well as relevant theoretical literature. Use asterisks (e.g., \*) to mark 5 sources that are most valuable and salient to your research project and proposed question(s). For these five sources, you should also include an annotation.

The bibliography needs to be submitted in accordance with the style expectations set out in the syllabus. Ideally, the sources that you compile you will use in reference to your capstone project (most likely the theoretical framework/literature review). This assignment will **not** be reviewed by your peers. Assignment is **to be submitted on 09/11/20 on D2L BEFORE class.**

**4. Expanded/Revised Research Statement (5%):**

This assignment should introduce the reader to the main aspects of your capstone project and your research question(s). It should set the stage for the next phase of your capstone project in the following manner:

1. Choose a draft Capstone project title.
2. What is the project is about? What do you hope to demonstrate? What is the significance of the project?
3. How did this idea come about (optional)?
4. What academic literature/theoretical framework(s) will you be using to analyze your questions?
5. Provide a preliminary plan to break down the information (a plan for success for the rest of the semester.

Length: 750-1000 words. This assignment is **to be submitted on 09/18/20 on D2L BEFORE class** and needs to be submitted in accordance with the style expectations set out in the syllabus. Consider **Assignment #4** a draft of your introduction to your Capstone project. This assignment will be reviewed by peers. Assignment.

**5. Theoretical Background/Literature Review (10%):**

This assignment **may** draw from the content of your reflection and proposal, but it has to be significantly expanded upon feedback received from the instructor and peers. Having compiled and read the appropriate bibliography, or most of it, you should now be able to provide the background for your topic—applying broad and narrow perspectives using scholarly sources.

Thoroughly read the sources and avoid using the introductory pages as your only reference.

**Some of the questions that should guide you when you are researching/compiling your literature review are:**

1. What has been done thus far in the field? How has the topic been studied? How does your study address the gaps in the literature?
2. Do you see any trends or shifts in the study of your topic?
3. What methodologies and approaches were applied? For example, maybe there is an overwhelming amount of literature pathologizing queer youth and your study is trying to use post-structural theories to de-pathologize queer youth as a tactic to intervene into discourses of suicide.

Length: 2000+ words. This assignment needs **to be submitted on 10/09/20 on D2L BEFORE class** and be in accordance with the style expectations set out in the syllabus. Consider **Assignment #5** a draft of your theoretical background/literature review chapter for your Capstone project. This assignment will be reviewed by peers.

**6. Framing The Project: Methodology and Methods (10%):**

All of you will be using some form of methodology within your capstone project (e.g., autoethnography, interviews, focus groups, photo voice, documentary analysis). In **Assignments #4** addressed your research question and identified *what you wish to explore* and **Assignment #5** developed a literature review by evaluating *what has been done thus far* in the field (and in what manner).

The methodology section answers the question *how* you intend to explore your topic. You may use a variety of approaches, ranging from textual analysis to statistical analysis, from lived experience and interviews to concrete theoretical evaluations, and so on. In this assignment you should demonstrate that you know not only what methods you employ, but what are the strengths and weaknesses of these methods.

Length: 1000+ words. This assignment needs **to be submitted on 10/23/20 on D2L BEFORE class** and be in accordance with the style expectations set out in the syllabus. Consider **Assignment #6** a draft of your methodology chapter for your Capstone project. This assignment will be reviewed by peers.

**7. First Draft (P/F):**

Although this is not the final product, treat the first draft as if it were. Structure your paper with titled sections, integrating your previous assignments into a single essay, expanding and altering them as needed—paying particular attention to peer and professor feedback. Pay particular attention to editorial concerns (style, footnotes, etc.,). In your conclusion, summarize the major points of the capstone project by reflecting upon relevant parts from the literature review, and indicate, if applicable, recommendations for further inquiry, be it of a scholarly, practice-connected, or policy-related nature. This assignment needs **to be submitted on 11/06/20 on D2L BEFORE class** and be in accordance with the style expectations set out in the syllabus. This assignment will NOT be reviewed by peers. This assignment is **pass/fail** and will receive ample feedback from instructor.

**Please organize your capstone draft as follows:**

1. Cover Page
2. Organization of Capstone Project
3. Abstract
4. Introduction
5. Theoretical Framework/Literature Review
6. Methodology
7. Conclusions
8. References Cited
9. Appendices
10. **3MT Presentation (10%):**

On your own. You will create a 3MT YouTube video that: 1) demystifies the research process for undergraduate students in the human services major **OR** 2) shares a compelling research story linked to ***key findings*** in the final draft. This assignment needs to be **submitted on 11/20/20 on D2L at 11:59pm**

1. **Final Draft (50%):**

You should revise your rough draft several times before submitting the final version. Take full advantage of advice and comments on the rough drafts given by the instructor and classmates. Your final paper should be professional and ready for publication. This assignment needs to be **submitted 12/6/20 on D2L at 11:59pm** and be in accordance with the style expectations set out in the syllabus.

1. **Student Reflection (5%)**

**You are to submit an individual reflection responding to the following prompts:**

1. How has the human services program/classes (prior to this class) aided in your success in ***this*** class?
2. Were there any course materials, readings, guest lectures, or discussions that were particularly helpful in applied research in the human services?
3. What research or other skills did you develop? Did your current knowledge on a particular phenomenon, issue, research method, or context get stretched or expanded?
4. How might the knowledge, skills, etc., you develop in this class aid in the profession, workforce, or graduate school?
5. Were there any pitfalls, issues, or concerns that prohibited your learning?
6. Is there anything else you would like to share?

Reflections should be approximately 1-2 pages single spaced and are to be submitted on D2L on **12/6/20 at 11:59pm.**

## WRITING SUPPORT

**Formatting and Referencing:** Please ensure assignments have been edited for grammatical, spelling, and readability. Assignments need to follow proper APA formatting: 12-point Times New Roman font, double-spaced text, 1-inch margins, page numbers, and a title page. Referencing in all assignments for this course should follow the APA author-date style (7th edition).

***In-Text Paraphrasing Example:*** [text] (Author’s Last Name, 2015) or Author’s Last Name (2015) stated, [text].

***In-Text Quoting Example:*** “direct quote” (Author’s Last Name, 2015, p. #) or Author’s Last Name (2015) stated, “direct quote” (p. #).

**Writing Support: Kennesaw State University has a** [Writing Centre](http://writingcenter.kennesaw.edu/) **that offers writing support and workshops. We all, even the most skilled of writers, can use support with our writing. Please plan ahead when writing and make use of this valuable (and FREE!) resource:**

## WEEKLY CONTENT

**Module 1: 08/21/20**

**Course Introductions and Overview**

***Due: Student Information Sheet (5%) and Introduce Yourself***

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Module Objectives:***

1. Explain the five steps of constructively engaging our classroom through the deployment of social justice.

2. Describe how calling in can positively shape our experiences in this classroom and our goals in becoming human service workers.

3. Discuss how different mindsets can shape students approach to individual and community learning.

***Due: Student Information Sheet (5%)***

DiAngelo, R., & Sensoy, Ö. (2014). [Leaning in: A student’s guide to engaging constructively with social justice content](http://www.radicalpedagogy.org/radicalpedagogy.org/Leaning_In__A_Students_Guide_To_Engaging_Constructively_With_Social_Justice_Content.html). *Radical Pedagogy*, Winter, *11*(1).

Popova, M. [Fixed vs. Growth: The Two Basic Mindsets that Shape Our Lives](https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/?fbclid=IwAR30x8Bymg6tHzy1QAYgwIQJs8fOF7MlhSAMjfr4P60j9R5vDB_n5AI1vFg). *brainpickings*.

Trần, N. L. (2013, December 18). [Calling IN: A Less Disposable Way of Holding Each Other Accountable](http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/). *Black Girl Dangerous.*

**Module 2: 08/28/20**

**Reflection and Project Proposal**

***Due: Reflection and Project Proposal (5%) for Peer Review***

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Guest: Contacted Dr. Irene McClatchey***

***Required Reading:***

McClatchey, I. S. (2018). [Fathers raising motherless children: Widowed men give voice to their lived experiences](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=eue&AN=127617064&site=eds-live&scope=site&custid=ken1). *OMEGA-Journal of Death and Dying*, *76*(4), 307-327.

Read, B., Francis, B., & Robson, J. (2001). ['Playing Safe': undergraduate essay writing and the presentation of the student 'voice'](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.1393169&site=eds-live&scope=site&custid=ken1). *British Journal of sociology of Education*, *22*(3), 387-399.

Thomas, G. (2017). Your Introduction: Starting Points. In *How to do your research project: A guide for students*. Sage.

**Module 3: 09/04/20**

**Conducting Research and Finding Appropriate Literature**

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Guest: Contacted KSU Library for Workshop***

**Module 4: 09/11/20**

**Preparing for your Research Project**

***Due: Preliminary Bibliography (5%) for Peer Discussion***

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Guest: Contacted Paul & Darlene***

***Recommended Reading:***

Assign something from them.

Thomas, G. (2017). Preparing: project management, ethics, and getting clearance. In *How to do your research project: A guide for students*. Sage.

**Module 5: 09/18/20**

**Expanded/Revised Research Statement**

***Due: Expanded/Revised Research Statement (5) for Peer Review***

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Required Reading:***

Thomas, G. (2017). Decide on your question—again. In *How to do your research project: A guide for students*. Sage.

**Module 6: 09/25/20**

**Conducting Literature Reviews**

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Module Objectives:***

1. Explain the essential components to developing, crafting, and writing a literature review.

2. Describe the ways undergraduate students can incorporate their voice in academic and community-based scholarship.

3. Discuss, substantiate, and develop strong research questions aimed at addressing inequality persistent in communities.

***Required Reading:***

Kaminstein, D, D. (2017). [Writing A Literature Review For An Applied Master's Degree](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1022&context=od_working_papers).

Thomas, G. (2017). The Literature Review. In *How to do your research project: A guide for students*. Sage.

**Module 7: 10/02/20**

**Theoretical Background/Literature Review**

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

**Module 8: 10/09/20**

**Theoretical Background/Literature Review**

***Due: Theoretical Background/Literature Review (10%) for Peer Review***

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

**Module 9: 10/16/20**

**Methodology**

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Guests: Dr. Carol Collard and Dr. Vanessa Robinson-Dooley***

***Required Reading:***

Collard, C., Robinson-Dooley, V., Patrick, F., Farabaugh, K. (2017).  [Efficacy of chronic disease self-management among low-income Black males with behavioral health disorders: Pilot study](https://augusta.openrepository.com/handle/10675.2/621791). *Journal Georgia Public Health Association,*6(4), 420-424.

Thomas, G. (2017). Methodology Part 1: Deciding on an Approach. In *How to do your research project: A guide for students*. Sage.

**Module 10: 10/23/20**

**Methodology**

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Required Reading:***

Thomas, G. (2017). Methodology Part 2: The right tools for the job. In *How to do your research project: A guide for students*. Sage.

**Module 11: 10/30/20**

**Drafting the Capstone Project**

***Due: Framing The Project: Methodology and Methods (10%) for Peer Review***

***Course Objectives:***

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

***Required Reading:***

Thomas, G. (2017). Concluding and Writing Up. In *How to do your research project: A guide for students*. Sage.

**Module 12: 11/06/20**

**Preparing 3MT Presentation**

***Due: First Draft (P/F) for Peer Review***

**Course Objectives:**

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

**Module Objectives:**

1. Explain the ways undergraduate research can be disseminated on YouTube.  
2. Describe the strengths and weaknesses in sharing research stories online.  
3. Discuss the steps needed to develop a 3MT video, from idea, to the script, and the final product.

***Required Reading:***

[Preparing your 3MT Presentation](http://www.sussex.ac.uk/internal/doctoralschool/researcherdev/threeminthesis/preparing3mt)

[Storytelling Tips and Tricks](https://themoth.org/share-your-story/storytelling-tips-tricks)

[Making the Most of your Three Minutes](https://grad.uwo.ca/doc/recruitment_retention/3MT_guide.pdf)

[How to Upload Videos on YouTube](https://www.youtube.com/watch?v=Ua3AW6RVv64)

[How to Make a Killer YouTube Video](https://www.uscreen.tv/blog/how-to-make-a-good-youtube-video/)

**Module 13: 11/13/20**

**Mock 3MT Presentations**

**Course Objectives:**

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

**Module Objectives:**

1. Explain the ways undergraduate research can be disseminated on YouTube.  
2. Describe the strengths and weaknesses in sharing research stories online.  
3. Discuss the steps needed to develop a 3MT video, from idea, to the script, and the final product.

**Module 14: 11/20/20**

**Official 3MT Presentations**

**Course Objectives:**

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

**Module Objectives:**

1. Explain the ways undergraduate research can be disseminated on YouTube.  
2. Describe the strengths and weaknesses in sharing research stories online.  
3. Discuss the steps needed to develop a 3MT video, from idea, to the script, and the final product.

**Module 15: 12/4/20**

**Final Reflection and Conclusions**

***Due: Final Draft (50%)***

***Due: 3MT (10%)***

***Due: Student Reflection (5%)***

**Course Objectives:**

1. To recognize, integrate, and apply interdisciplinary human services (e.g., critical psychology, education, sociology, cultural studies) perspectives and approaches to an applied research project;
2. To review, synthesize, and assess individual learning, including the understanding of philosophy, ethics, and values of human services;
3. To improve skills in information management, writing, oral presentation, and academic (and community-based) research;
4. To recognize, explain, and juxtapose academic arguments within the context of an self-guided research proposal;
5. To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position/argument;
6. To reflect on and evaluate personal and professional growth; and,
7. To conduct and respond to criticism through peer-review.

## IMPORTANT INFORMATION

**Academic Integrity:** Every Kennesaw State University student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the [Code of Conduct’s](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.) minimum one semester suspension requirement. See also

***Forms of Academic Dishonesty:***

1. ***Plagiarism and Cheating****:* No student shall receive, attempt to receive, knowingly give or attempt to giveunauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, Laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.
2. ***Unauthorized Access to Official University Materials:*** No student shall take or attempt to take, steal or in any unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class (including tests, examinations, grade change forms, grade rolls, roll books, Laboratory equipment, University grade records in written or computerized form, etc.), Library or other academic resource material.
3. ***Misrepresentation, Fabrication, Falsification of University Records or Academic Work:*** No student shall knowingly provide false information in completing University forms or applications (including admissions forms, scholarship applications, time sheets, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.
4. ***Multiple Submissions:*** Submissions of substantial portions of either written or oral academic work that has previously earned credit, when such submission is made without instructor authorization.
5. ***Complicity in Academic Dishonesty:*** Intentionally or knowingly contributing to the academic dishonesty of another.

These examples of academic dishonesty shall not be construed to be comprehensive, and infractions will be dealt with on an individual basis according to university policies and procedures. It is the obligation of each student to assist in the enforcement of academic standards.

*See the* [*KSU Student Code of Conduct*](http://scai.kennesaw.edu/)*.*

When students plagiarize, they do not possess the knowledge or understanding that they claim to have (and for which they plan to receive credit). Using outside sources to develop ideas about a topic shows that the writer understands what experts in the field have written. You must, however, give credit to the sources of your inspiration. If you use any texts or websites that have inspired your answers, please cite them directly, preferable with parenthetical documentation and an attached References Page.

***Enforcement:*** This policy is strictly enforced. Please note, the instructor reserves the right to randomly select any paper and/or assignment that are turned in for a grade for plagiarism review. Plagiarism review consists of running your paper/assignment through various search engines and databases at my disposal in order to check for “borrowed” or “bought” information. If you are found in violation of academic dishonesty, then you will be subject to the enforcement policies and procedures, as outlined by Kennesaw State University and the Department of Social Work and Human Services, pertaining to academic dishonesty. **Any student found guilty of cheating or plagiarizing, in any form or to any degree, may FAIL this course.**

All infractions will be handled according to University Policy as outlined in the KSU Student Code of Conduct and per the authority of the Office of Student Conduct and Academic Integrity. Students may be subject to additional academic disciplinary action by the Department of Social Work and Human Services & the WellStar College of Health and Human Services. All records pertaining to actionable grievances will be retained in the student’s academic file and on record. **NOTE: Any student(s) found to have copied another student’s work will be treated as plagiarists, and any student(s) involved will face the possibility of expulsion from this class.**

[**Access and Accessibility**](http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263&hl=FERPA&returnto=search#ADA)**:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Eligible students deliver certification letters to faculty at the beginning of each semester identifying the accommodations approved for that student. Faculty members are also instructed that they must provide students with special needs appropriate accommodations in a timely manner. The Assistant Director for disAbled Student Support Services will work with faculty members to ensure that students receive appropriate accommodations. A student should notify Disabled Student Support Services in writing within two (2) days of any disagreement between the student and the faculty member if agreed upon academic adjustments are not provided in order to seek a resolution. A student who alleges discrimination on the basis of disability may file a grievance through the University's established grievance procedures. The following have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources,.

[**Disruption of Campus Life**](http://scai.kennesaw.edu/codes.php)**:**

It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

[**Health Clinic**](http://studenthealth.kennesaw.edu/)**:** If you have a medical condition that may affect your performance and/or grades in this class and for which you wish to discuss accommodations of class related activities, such as testing, or schedules, then you will need proper verification (see aforementioned information) the KSU Health Clinic:

[**Human Service Ethics**](http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals.)**:** All Human Services Faculty and Human Services major students are expected to adhere to the NOHS Code of Ethics.

Students should also adhere to the [University’s Code of Conduct](http://scai.kennesaw.edu/codes.php).

**Incomplete Policy**: The grade of “I” denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. A grade of “I” must be removed (by completing the course requirements) within one calendar year from the end of the semester in which the “I” was originally assigned. In addition, should you enroll in classes at KSU during the calendar year, the grade of “I” must be removed by the end of the first semester of enrollment during that calendar year. Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. If the course requirements are not completed within the specified time limits, then the “I” will be changed to an “F” (for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F” and the cumulative and adjusted grade point average will be recalculated accordingly or the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”. An “I” cannot be removed by reenrolling in the course.

***Note:*** Receiving incompletes for a course is only considered in extreme cases. In order to be considered for an incomplete: (1) the student must contact the professor and submit a letter to the professor before the final week of classes with documentation that supports the need for an incomplete, what is missing in coursework and the plan to complete the coursework; (2) the student must contact the professor and schedule an appointment to discuss the request; and (3) the professor will take into consideration the request and make a final decision during the week of finals.

Please refer to the KSU catalog for additional instructions to address incompletes and the parameters of having the incomplete changed to a grade by the end of the following semester**.**

[**Sexual Misconduct**](https://scai.kennesaw.edu/procedures/sexual-misconduct.php)

Kennesaw State University is committed to providing programs, activities, and educational environment free from all forms of sex discrimination. KSU issues this statement of policy to inform the community of the University's comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus. This policy generally covers faculty, students, and staff of the University, as well as third-parties. Third parties include but are not limited to guests, vendors, contractors, retirees, and alumni.

**Technological Issues and Written Work:** Students are responsible for ensuring their work is backed up properly. Materials handed in late or incomplete due to computer malfunctions will be penalized in accordance with the standards set out in this syllabus with absolutely no exceptions.

**Other Policies**

[**Copyright Law**](http://www.usg.edu/copyright/)

Kennesaw State University adheres to USG’s policy to respect the right of copyright holders and complies with copyright laws as set forth in the United States Copyright Act.

**Web Accessibility:**

Kennesaw State University follows the guidelines of the Universal Design for Learning standard of web accessibility. Faculty use Word, PDF, and HTML formats when communicating electronic information to students whenever possible and appropriate in light of the goals of the course. Faculty are trained to use Web Accessibility Evaluation tools, e.g., [WAVE](http://www.wave.webaim.org/), and make adjustments as possible and appropriate in light of the goals of the course. For free resources available to students on web accessibility, please visit the Web Accessibility Resources page at the [Distance Learning Center](http://www.kennesaw.edu/dlc/facultyresources/index.php).