Instructor: William Nugent, Ph.D.  
Office Hours: by appointment  
Phone: 865-992-9434 (home between 9 AM-7 PM only)  
865-661-9484 (cell)  865-974-2349 (office)  
Email: wnugent@utk.edu  

Class time: Mondays 7:00PM  
Phone: 865-661-9484 (cell)  865-974-2349 (office)  EST and as indicated in course outline. There are several times on the course outline indicating there will be no class session held.

Code of Conduct  
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work DSW Handbook (http://www.csw.utk.edu/students/dsw/DSW%20Student%20Handbook%202012-2013-(5).pdf)

Honor Statement  
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

Disability  
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity  
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors, including" age, class, color, culture, mental or physical disability and the ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

University Civility Statement  
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in
creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Course Rationale
An important skill for the advanced social work practitioner is the ability to identify an important question about social work practice and then design and implement a research project to answer this question, or to test a specific hypothesis about this question; and then write the results for possible publication. This Capstone course is designed to help the student develop these skills.

Student Learning Objectives
By the completion of this course, students are expected to have: (1) conducted a research project approved by her or his Capstone II Committee; (2) completed an analysis of the data from this research project; (3) written a publishable paper describing this research project, the data analysis done for the project, the results of the data analysis, and the implications of the results; and (4) successfully defended the Capstone II research with the Capstone II Committee.

Course Description
This course focuses on the completion of the Capstone II experience. This involves the preparation of a publishable paper reporting the results of the student's clinical research study. The student must defend his/her paper at an oral defense with the student’s Capstone II Committee.

Learning Environment
This class is an online class using primarily synchronous class sessions. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for writing the Capstone I paper. The course will include live lectures through ZOOM, discussion boards via Blackboard, individual meetings with the course instructor via ZOOM (these will be scheduled by the student), and reading assignments.

Optional Text:

You will also need to rely on the APA style guide, latest edition.

Auxiliary readings: Auxiliary readings will be posted online under Course Materials.

Information Literacy/Technological Resources
This course will be conducted online using Blackboard; and using ZOOM for synchronous class sessions and for individual meetings with the course instructor. Students must have a working
knowledge of all aspects of BlackBoard, particularly accessing assignments and learning resources, viewing PowerPoint presentations, submission of assignments, utilizing BlackBoard for group work and group presentations, and communication with the instructor and other students.

Course Requirements:

**EVALUATION PROCEDURES AND GRADES**

**A (95-100) Outstanding/ Superior.** Exceptional Performance. Consistently exceeds expectations.

**B+ (90-94) Very good.** Student consistently meets and occasional exceeds normal expectations for the course.

**B (85-89) Good.** Student consistently meets normal expectations for the class.

**C+ (80-84) Average.** There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

**C (75-79) Poor.** There is a lack of understanding of the course content. Student does not meet course expectations.

**F (74 and below) Very Poor.** There is a lack of attendance or incomplete assignments. Course expectations are not met.

**Final Grade:** Your final grade in this class will be based on (1) successful defense of your Capstone II project, and (2) the quality of your Capstone II paper. The final grade will be determined by the course instructor, with input from members of the Capstone II Committee. For this reason, it will be important that you work closely with the members of your Capstone II Committee and make every attempt to make the revisions to your Capstone II paper requested by Committee members.

**ASSIGNMENTS**

**The Capstone II Paper.** The Capstone II research paper should be in APA style and in the range of 20 – 30 pages, as this is the length of manuscripts commonly submitted to peer-reviewed journals. The paper should follow approximately the format below. The actual formatting will be determined in collaboration with the Capstone II Committee. The format suggested below will serve as a starting point. Examples of written research manuscripts/articles, and of each sub-section of these articles, will be discussed in detail during synchronous class sessions at the beginning of the semester.

**Introduction**

The introduction should contain a statement of the biopsychosocial problem and population of clients of focus. It can also include a brief description of such relevant details as the prevalence of the biopsychosocial problem in the population of interest.

**Literature Review**

This section should provide a brief review of literature relevant to the research questions and/or hypotheses investigated in the Capstone II research project. The literature review usually leads to a statement of the gaps in the literature, and in the current state-of-the-research, that the Capstone II research addresses. It also frequently ends with a statement of the research questions and/or hypotheses investigated in the research.

**Research Methodology**
This section of the paper should describe in detail the methodology used in your Capstone II research project. This section typically will include sub-sections on: Sampling; measurement; research design; and data analysis methods.

Results
This section of the paper presents in detail the results of your research. This section of a research paper typically includes sub-sections on: Sample characteristics; results relevant for measurement, including any data analysis results relevant for reliability and validity of the scores obtained from measures used in the research; and results of data analyses. The descriptions of results frequently include tables and figures (such as graphs) that present results.

Discussion and Conclusion
This sub-section commonly includes consideration of strengths and limitations of the research; implications of the results for the research questions and/or hypotheses that guided the research and on which the research focused; and implications of the results for future research, for social work practice, and for social policy.

Reference list
There should be a reference list formatted in APA style.

Due Dates

Defense of Capstone II Project. The defense of the Capstone II project must be completed satisfactorily no later than April 7, 2016. You must schedule the defense with John Bailey (865-974-6481) no later than 5:00 PM EST March 30, 2016. The pass/fail form from the defense must be in John Bailey’s hands by April 15th, 2016. The pass/fail form from the defense must be in to the Graduate School by April 21, 2016. These dates are critical! Commit them to memory, and make sure all members of your Capstone II Committee are aware of these critical deadlines!

First draft of complete paper. An initial draft of the entire paper is due to the course instructor and Capstone II Committee members by March 1, 2016. At this point in the term you should be working closely with your Committee members on making needed changes to the paper. This will give Committee members sufficient time to read the paper, get feedback to you, and allow sufficient time for you to do revisions needed to prepare the paper for defense and to complete the defense.

Scheduling Capstone II Defense date. You should schedule a tentative Capstone II defense data as soon as possible. DO NOT WAIT UNTIL LATE MARCH OR EARLY APRIL TO TRY AND SCHEDULE YOUR DEFENSE!!

Discussion Boards: Discussion boards will be set up for students to ask questions about their papers, including problems that may be encountered. The course instructor will be checking for questions on a regular basis and will answer questions. Students should regularly check on questions being asked on the discussion boards, as they may see questions and answers that address problems being encountered.

COURSE OUTLINE

<p>| January 18, 2016 | Introductions. Overview of course, of Capstone II paper, the Capstone II |</p>
<table>
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<tr>
<th>Date</th>
<th>Time</th>
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<th>Details</th>
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<tr>
<td>February 1, 2016</td>
<td>Synchronous class: 7-9EST</td>
<td>Use of SPSS for data analysis. You need to have downloaded SPSS onto your desktop or laptop so you can begin practicing use of this statistics program. Use of SPSS to get descriptive statistics; compare group means; analysis of dichotomous variables; correlational analysis; comparison of multiple group means (ANOVA); linear regression; more advanced methods.</td>
<td>Assignment: Work on Capstone II project and paper.</td>
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<tr>
<td>February 8, 2016</td>
<td>Synchronous class: 7-9EDT</td>
<td>Use of SPSS for data analysis. You need to have downloaded SPSS onto your desktop or laptop so you can begin practicing use of this statistics program. Use of SPSS to get descriptive statistics; compare group means; pre-test post-test designs; analysis of dichotomous variables; correlational analysis; comparison of multiple group means (ANOVA); linear regression; more advanced methods.</td>
<td>Assignment: Work on Capstone II project and paper.</td>
</tr>
<tr>
<td>February 15, 2016</td>
<td>Synchronous class: 7-9EDT</td>
<td>Use of SPSS for data analysis. You need to have downloaded SPSS onto your desktop or laptop so you can begin practicing use of this statistics program. Use of SPSS to get descriptive statistics; compare group means; pre-test post-test designs; analysis of dichotomous variables; correlational analysis; comparison of multiple group means (ANOVA); linear regression; more advanced methods.</td>
<td>Assignment: Work on Capstone II project and paper.</td>
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| **February 22, 2016** | **Synchronous class:** 7-9EST  
Contact course instructor to schedule individual meetings about your project  
How to prepare for your Capstone II defense; how to publish the written research manuscript.  
Assignment: Work on Capstone II project and paper. First draft of first three sections of Capstone II paper due. |
| **February 29, 2016** | No class session  
Contact course instructor to schedule individual meetings about your project  
Assignment: Work on Capstone II project and paper. FIRST DRAFT OF PAPER DUE MARCH 1ST 2016. |
| **March 7, 2016**   | No class session  
Contact course instructor to schedule individual meetings about your project  
Assignment: Work on Capstone II project and paper. |
| **March 14, 2016**  | No class session  
Contact course instructor to schedule individual meetings about your project  
Assignment: Work on Capstone II project and paper. |
| **March 21, 2016**  | No class session  
Contact course instructor to schedule individual meetings about your project  
Assignment: Work on Capstone II project and paper. |
| **March 28, 2016**  | Assignment: Work on Capstone II project and paper. |

Instructor to schedule individual meetings about your project

More advanced methods.

Assignment: Work on Capstone II project and paper.
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<td>April 4, 2016 No</td>
<td>class session</td>
<td>Contact course instructor to schedule individual meetings about your project</td>
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<tr>
<td>April 11, 2016 No</td>
<td>class session</td>
<td>Contact course instructor to schedule individual meetings about your project</td>
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<tr>
<td>April 18, 2016 No</td>
<td>class session</td>
<td>Contact course instructor to schedule individual meetings about your project</td>
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<tr>
<td>April 25, 2016 No</td>
<td>class session</td>
<td>Contact course instructor to schedule individual meetings about your project</td>
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