



Course title:	Mixed Methods
Course #/term:	SW676, Section 001/Winter, 2023
Time and place:	Wednesday, 2:00pm – 5:00pm, 1636 SSWB
Credit hours:	3
Prerequisites:	Foundation Essentials or permission of the instructor
Instructor:	Camille R. Quinn, PhD, AM, LCSW, LISW-S
Pronouns:	Queen/She/Her/Hers
Contact info:	Email: crquinn@umich.edu Preferred method is via “Inbox” in Canvas. You may expect a response within 48 hours
Office:	SSW 3778
Office hours:	By appointment only, including via zoom

1. Course Statement

a. Course description

In this course, students will be introduced to mixed methods research in the social and behavioral sciences. Mixed methods includes both qualitative and quantitative inquiry and can be situated in either positivistic or constructivist paradigms. The course will explore the kinds of research questions that are best answered with mixed methods, and this understanding will enable students to determine if mixed methods are advantageous, given their problem statement and research questions. In this course, less attention will be given to the single methods alone, but rather, how they integrate during each stage of the research process for a mixed methods study. The focus of the course is to learn the way each method can inform each step of the research process to answer complex research questions. The course is best suited for students with a general understanding about using one, either, or both of the single methods (qualitative or quantitative). Students are not expected to have familiarity with using these methods singly or together but should have a desire to know and understand how to design studies with both strands of data.

b. Course objectives and competencies

- a. Gain a general understanding of the variety of mixed methods research designs used with various paradigms (i.e., positivistic, constructivist, transformative), theories and frameworks
- b. Select research questions that are best answered by mixed methods
- c. Understand how qualitative and quantitative methods are integrated, and advantageous to the study
- d. Review, examine and discuss mixed methods research and evaluation projects

c. Course design

The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and experiential exercises. Special emphasis will be given to ensure that students develop an understanding of health equity and disparities research, as well as community based participatory research (CBPR) approaches to conduct mixed methods research. Students will learn how mixed methods can increase the ability and rigor to address research questions about what puts people at risk in the first place and the need for an inter- trans- and multidisciplinary lens to highlight the complexity of problems faced by social work, public health, nursing, and other disciplines. Guest speakers may be invited to address special topics.

d. Intensive focus on PODS

This course integrates PODS – Privilege, Oppression, Diversity and Social Justice content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Students will investigate the ways in which power and privilege is related to ways in which quantitative research is carried out, and the ethical obligation of researchers to be

mindful of the interplay of diversity, equity, and inclusion with the way in which quantitative research is conducted.

e. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

f. Absences

Attendance is key to our classroom experience because it will allow us to develop a sense of community. Your attendance is not a part of the course grade, however; it is expected that students will attend every class session. If you need to miss class or will be tardy, please let me know via Canvas "Inbox" in advance – at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency, if possible.

Please evaluate your health status regularly and seek appropriate medical attention for treatment. Specifically, if you must miss class due to health-related issues, please notify me as soon as possible. In the past, students, as well as myself were exposed to people who had COVID-19, and once known, I notified the class that I or a student in the class (unidentified) was exposed to someone with COVID-19 (whether symptoms were present or not) and held class virtually via zoom.

If you are absent from class, you are still responsible for any assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide. Students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me via Canvas "Inbox" about your absence as soon as possible, so that I can make

accommodations. Documentation (a doctor's note) for medical excuses is NOT required.

g. Recording Class

Audio and video recording of in-class lectures and discussions is prohibited. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. Also, if the instructor chooses to record a class, she will decide which class sessions, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the Canvas site.

If classes are recorded, students will be notified in advance and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the written consent of the instructor.

2. Class Requirements

a. Text and class materials

See Resource List (Below)

- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- All other course materials will be posted to Canvas
- Expectations around completing readings: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Required readings will be discussed/debriefed in class via small group and large group discussions.
- Additional (supplemental) readings will be available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course. Some of the in-class assignments may include a focus on the supplemental readings, but the instructor will make this known in advance.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments	Assignments
Session 1: January 4	<p>Topic:</p> <p>Introductions and overview of the course</p> <p>Selection of groups for LOI presentation and paper</p> <p>Brief Monomethods review</p> <p>Why Do Mixed Methods Research?</p>	<p>Syllabus review</p> <p>Watch during class:</p> <p>Qualitative vs Quantitative vs Mixed Methods Research: How To Choose Research Methodology - Bing video</p>	<p>✓REVIEW Lightning Talk Assignment:</p> <p>Due in Session 4</p>
Session 2: January 11 NO CLASS	<p>Topic:</p> <p>Lightning Topic Assignment</p> <p>Students spend the class session developing their lightning talk topic and presentation</p>	<p>Read this week:</p> <p>Sale, J. E., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. <i>Quality and quantity</i>, 36(1), 43-53.</p> <p>Watch these videos (also on Canvas):</p> <p>What is Mixed Methods Research - Bing video</p> <p>Developing Mixed Methods Research with Dr. John W. Creswell - Bing video</p>	<p>✓NO CLASS</p> <p>In-Class assignment:</p> <p>Write a paragraph about the proposed topic for your lightning talk and post it on Canvas</p>

Date/Time	Agenda	Required Readings & Assignments	Assignments
		<p>Review this PowerPoint Slide deck (also on Canvas):</p> <p>What</p>	
Session 3: January 18	<p>Topic:</p> <p>Brief Monomethods recap</p> <p>What is Mixed Methods?</p>	<p>Creswell, J. W. (2021). A Concise Introduction to Mixed Methods Research. Sage Publications, Inc. Chapter 1: Basic Characteristics of Mixed Methods Research</p>	
Session 4: January 25	<p>Topic:</p> <p>A Mixed Way of Thinking and Conducting Research</p> <p>Designing Mixed Methods Studies</p> <p>Mixed Methods Studies & Types of Studies</p> <p>3 Basic designs: Exploratory Sequential, Explanatory Sequential, Convergent</p> <p>Ethics, Values & Research with Underserved Groups</p>	<p>Creswell, J. W. (2021). A Concise Introduction to Mixed Methods Research. Sage Publications, Inc. Chapter 2: Skills, Experiences, and Attitudes to Conduct Mixed Methods Research</p> <p>Landau, R. (2008). Social work research ethics: Dual roles and boundary issues. <i>Families in Society: The Journal of Contemporary Social Services</i>, 89(4), 571-577.</p>	

Date/Time	Agenda	Required Readings & Assignments	Assignments
		<p>Quinn, C. R. (2015). General considerations for research with vulnerable populations: Ten lessons for success. <i>Health & Justice</i>, 3(1), 1-7. Online publication. DOI: 10.1186/s40352-014-0013-z.</p>	
<p>Session 5: February 1</p>	<p>Topic: Paradigms, Theories and Frameworks in MMR Using Core Mixed Methods Designs</p>	<p>Creswell, J. W. (2021). <i>A Concise Introduction to Mixed Methods Research</i>. Sage Publications, Inc. Chapters 2 - 5</p> <p>Shannon-Baker, P. (2016). Making paradigms meaningful in mixed methods research. <i>Journal of Mixed Methods Research</i>, 10(4), 319-334.</p> <p>Catallo, C., Jack, S.M., Ciliska, D., & MacMillan, H. (2013). Mixing a grounded theory approach with a randomized controlled trial to intimate partner violence: What challenges arise from mixed methods</p>	<p>✓ Assignment I: Lightning Talk Assignment Due</p>

Date/Time	Agenda	Required Readings & Assignments	Assignments
		<p>research? Nursing Research and Practice.</p> <p>Ivankova, N.V., Creswell, J.W., & Stick, S.L. (2006). Using mixed-methods sequential explanatory design: From Theory to Practice. <i>Field Methods</i>, 18(1), 3-20.</p>	
Session 6: February 8	<p>Topic:</p> <p>Ethics, Values & Research with Underserved Groups</p>	<p>Landau, R. (2008). Social work research ethics: Dual roles and boundary issues. <i>Families in Society: The Journal of Contemporary Social Services</i>, 89(4), 571-577.</p> <p>Quinn, C. R. (2015). General considerations for research with vulnerable populations: Ten lessons for success. <i>Health & Justice</i>, 3(1), 1-7. Online publication. DOI: 10.1186/s40352-014-0013-z.</p>	<p>✓Optional Draft Review for Assignment II Due</p>
Session 7: February 15	<p>Topic:</p>	<p>Creswell, J. W. (2021). A concise</p>	<p>✓Assignment II: Letter of Intent</p>

Date/Time	Agenda	Required Readings & Assignments	Assignments
	<p>Complex Applications of Core Designs</p> <p>4 Advanced frameworks: Multistage, Intervention, Case study, Participatory—Community-based participatory research, and transformative</p>	<p>introduction to mixed methods research. Sage Publications, Inc. Chapter 6: Using Complex Applications of Core Designs</p> <p>Lalor, J.G., Casey, D., Elliott, N., Coyne, I., Comiskey, C., Higgins, K.M., Devane, D., and Begley, C. (2013). Using case study within a sequential explanatory design to evaluate the impact of specialist and advanced practice roles on clinical outcomes: the SCAPE study. <i>Medical Research Methodology</i>, 13: 55</p> <p>Curry, L., & M. Nunez-Smith (2015). <i>Mixed Methods in Health Sciences Research: A Practical Primer</i>. Sage Publications, Inc. Chapter 1: Definition and Overview of Mixed Methods Designs.</p>	<p>Proposal Assignment Due</p>
Session 8: February 22	Topic:	Creswell, J. W. (2021). A concise	

Date/Time	Agenda	Required Readings & Assignments	Assignments
	<p>Mixed Methods and Community Based Participatory Research and Participatory Action Research</p>	<p>introduction to mixed methods research. Sage Publications, Inc. Chapter 6: Using Complex Applications of Core Designs</p> <p>Lucero, J., Wallerstein, N., Duran, B., Alegria, M., Greene-Moton, E., Israel, B., & Schulz, A. (2018). Development of a mixed methods investigation of process and outcomes of community-based participatory research. <i>Journal of mixed methods research</i>, 12(1), 55-74.</p> <p>Israel BA, Schulz AJ, Parker EA, Becker AB. Review of community-based research: assessing partnership approaches to improve public health. <i>Annu Rev Public Health</i>. 1998; 19:173-202.</p> <p>Ivankova, N. V. (2017). Applying mixed methods in</p>	

Date/Time	Agenda	Required Readings & Assignments	Assignments
		community-based participatory action research: a framework for engaging stakeholders with research as a means for promoting patient-centredness. Journal of Research in Nursing, 22(4), 282-294.	
Session 9: March 1	SPRING BREAK – NO CLASS		
Session 10: March 8	Topic: Intervention Studies	Creswell, J. W. (2021). A concise introduction to mixed methods research. Sage Publications, Inc. Chapter 6: Using Complex Applications of Core Designs Curry, L., & M. Nunez-Smith (2015). Mixed Methods in Health Sciences Research: A Practical Primer. Sage Publications, Inc. Chapter 9: Managing Mixed Methods Teams Lewin, S., Glenton, C., & Oxman, A. D. (2009). Use of	✓Optional Draft Review for Assignment III Due

Date/Time	Agenda	Required Readings & Assignments	Assignments
		<p>qualitative methods alongside randomized controlled trials of complex healthcare interventions: methodological study. <i>Bmj</i>, 339, b3496.</p> <p>Fraser, M. W. (2004). Intervention research in social work: Recent advances and continuing challenges. <i>Research on Social Work Practice</i>, 14(3), 210-222.</p>	
Session 11: March 15	<p>Topic:</p> <p>Choosing a Design and the Appropriate Diagram</p>	<p>Creswell, J. W. (2021). A concise introduction to mixed methods research. Sage Publications, Inc. Chapter 7: Drawing Diagrams of Design</p> <p>Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. <i>Choosing A Mixed Methods Design</i>. Bethesda</p>	

Date/Time	Agenda	Required Readings & Assignments	Assignments
		(Maryland): National Institutes of Health, 2013, 541-545.	
Session 12: March 22	<p>Topic:</p> <p>Data Collection for Mixed Methods Studies</p> <p>QUAN and QUAL Sampling method options</p>	<p>Creswell, J. W. (2021). A concise introduction to mixed methods research. Sage Publications, Inc. Chapter 8, pp. 87-90</p> <p>Curry, L., & M. Nunez-Smith (2015). Mixed Methods in Health Sciences Research: A Practical Primer. Sage Publications, Inc. Chapter 7: Sampling and Data Collection in Mixed Methods Studies</p>	<p>✓Optional Draft Review for Assignments IV Due</p>
Session 13: March 29	<p>Topic:</p> <p>The MMR & Point of interface for QUAN and QUAL Data</p> <ul style="list-style-type: none"> • Each method as a core component of MMR • Quantitatively and Qualitatively driven MMR studies • Sampling, Pacing, Points of Interface; Data Transformation • Review and discuss an exemplar study 	<p>Creswell, J. W. (2021). A concise introduction to mixed methods research. Sage Publications, Inc. Chapter 8</p> <p>Watkins, D.C. (2017). Rapid and rigorous qualitative data analysis: The “RADaR” technique for applied research. International Journal of Qualitative Methods, 16, 1-9.</p>	<p>✓Assignment IV: In-Class Presentation of Letter of Intent for a Grant Assignment Due</p>

Date/Time	Agenda	Required Readings & Assignments	Assignments
		<p>Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. <i>Journal of Mixed Methods Research</i>, 1(1), 8-22.</p> <p>Lamont, S. Brunero, S., Lyons, S., Foster, K. & Perry, L. (2015). Collaboration amongst clinical nursing leadership teams: a mixed methods sequential explanatory study. <i>Journal of Nursing Management</i>, 23, 1126-1136.</p>	
Session 14: April 5	<p>Topic:</p> <p>Writing Up Mixed Methods Research</p> <ul style="list-style-type: none"> • Publications • Grants 	<p>Creswell, J. W. (2021). A concise introduction to mixed methods research. Sage Publications, Inc. Chapter 8: Writing a Mixed Methods Article for Publication</p> <p>Fetters, M., Curry, L.A, & Creswell, J.W. (2013). Achieving integration in mixed methods designs—Principles & practices. <i>Health</i></p>	<p>✓ Assignment IV: In-Class Presentation of Letter of Intent for a Grant Assignment Due</p>

Date/Time	Agenda	Required Readings & Assignments	Assignments
		<p>Services Research, 48(6 Pt 2): 2134-2156. DOI 10.1111/1475-6773.12117</p> <p>Watkins, D.C., Wharton, T., Mitchell, J.A., Matusko, N. & Kales, H.C. (2017). Perceptions and receptivity of nonspousal family support: A mixed methods study of psychological distress among older, church-going African American men. <i>Journal of Mixed Methods Research</i>, 11(4), 487-509.</p> <p>Onwuegbuzie, A.J. & Combs, J.P. (2010). Emergent Data Analysis Techniques in Mixed Methods Research: A Synthesis. In A. Tashakkori & C. Teddlie (Eds.), <i>Handbook of mixed methods in social & behavioral research</i> (pp. 397-431). Thousand Oaks, CA: Sage.</p>	

Date/Time	Agenda	Required Readings & Assignments	Assignments
Session 15: April 12	<p>Topic:</p> <p>Guest Lecture:</p> <p>Arati Maleku, PhD, Associate Professor, The Ohio State University, College of Social Work</p> <p>Strategies for Mixing Data for MMR</p> <p>Mixing Prior to Analysis: Mixing in the purpose statement and research questions; mixing through sampling procedures; mixing during data collection; mixing during analysis; constructing conclusions through mixing.</p> <ul style="list-style-type: none"> • Integration Levels: Design, Methods, Interpretation & Reporting • Data Analysis & Integration: Interpretation & Reporting 	<p>Creswell, J.W. (2021). A concise introduction to mixed methods research. Sage Publications, Inc. Chapter 10. Evaluating the Quality of a Mixed Methods Study</p> <p>Maleku, A., Kim, Y. K., Kagotho, N., & Lim, Y. (2021). Expanding the transformative explanatory sequential mixed methods design archetype in a cross- cultural context: The polemics of African refugee livelihoods in places of resettlement. Journal of Mixed Methods Research, 15(2), 212-239.</p> <p>Recommended:</p> <p>Young, S.D. & Jaganath, D. (2013). Online social networking for HIV education and prevention: A mixed- methods analysis. Sexually Transmitted Diseases, 40(2), 162-167</p>	

Date/Time	Agenda	Required Readings & Assignments	Assignments
		Jang, E., McDougall., D.E., Herbert, M., & Russell, P. (2008). Integrative mixed methods data analytic strategies in research on school success in challenging circumstances. Journal of Mixed Methods Research, 2(3), 221-247	

c. Assignments

Research is a process of discovery. This class is structured to walk students through the research process utilizing both quantitative and qualitative methods. By the end of the semester, students will be familiar with the general mixed methods research processes, and better understand the value and limits of these empirical approaches.

Class sessions will include both lectures, as well as time spent discussing the readings, as well as our own interpretation of the concepts covered. We will spend some time during the course considering how the class will function and getting to know each other's backgrounds and interests. These discussions may seem intimidating initially, but as we become acquainted and engage in mixed methods research topics through our disciplinary perspectives. My goal is that these lectures will be exciting, thoughtful albeit challenging. We are likely to differ in many aspects, which will enrich the course and promote the benefit of our collective learning and growth.

There are two major assignments: one presentation about the Letter of Intent (LOI) and the actual LOI. Please refer to the assignment guidelines on the appendix section of the syllabus and the assignment and grading criteria for more information on assignments.

Optional assignment drafts: Optional drafts of the individual and group projects can be submitted to the instructors for feedback. Please refer to the course calendar for the optional draft due dates. Students are encouraged to take this opportunity to submit draft assignments for effective learning process.

Summary of points for assignments

Assignments	Total Points	Percent of Grade	Due Dates
Lighting Talks	20	15%	2/1/23
Optional Draft Review for Assignment II Due			2/8/23
Letter of Intent (LOI) for a Grant using Mixed Methods Research Proposal	20	20%	2/15/23
Optional Draft Review for Assignment III Due			3/8/23
Final Paper: LOI for a Grant using Mixed Methods Research	35	35%	3/15/23
Optional Draft Review for Assignment IV Due			3/22/23
In-Class presentation of your Mixed Methods Research LOI (Half the class will present on 3/29 and the other half on 4/5)	25	30%	3/29/23 & 4/5/23
Total Points	100	100%	

The course grading scale follows the [University of Michigan School of Social Work standard grading scheme](#):

A+ = 97-100%

B+ = 87-89%

C+ = 77-79%

D+ = 67-69%

A = 93-96%

B = 83-86%

C = 73-76%

D = 60-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

E = 0-59%

d. Attendance and class participation

There will be no grade for participation. However, given the magnitude and rigor of the coursework, it is expected that you will do the assigned readings each week and participate regularly, fully, and in a manner that demonstrates respect for your classmates and the instructor. This includes critically reading; coming prepared to class, taking responsibility for identifying key issues to discuss; participating in class activities, and using class virtual interactions to deepen your experience and knowledge. The following criteria will be used to grade assignments: 1) The quality of the analysis and depth of understanding of the concepts, ideas, and information. 2) The clarity of expression and organization of the final project– i.e., an order to its major themes. 3) The appropriate use of references and resources, and the variety/range of resources

referenced. 4) The use of proper grammar and the overall professional presentation of the paper. Please refer to section 1. f. Absences, as well as the reference link to the [Policy on Class Attendance](#) found in the MSW Student Guide.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

APPENDIX: ASSIGNMENT DETAILS

This section provides detailed expectations and introductions on the four major assignments for this course. Please go through this section thoroughly and contact the instructors for any additional questions or concerns. Students are also encouraged to refer to the grading policy outlined in the syllabus.

ASSIGNMENT I: LIGHTNING TALK (20 points)

Lightning talks are short form talks, which are unlike traditional conference presentations, panels, or lectures. Each student gets five minutes to present on the specified topic in this case your proposed Mixed Methods research topic/project.

The main goal of the **Lightning Talk** is to spark new conversations and collaborations across disciplines with fast-paced presentations. It's a great opportunity to learn about the work of each students' interests in a relatively short period of time. LIGHTNING TALKS WILL BE PRESENTED DURING THE FIFTH COURSE SESSION STARTING AT THE BEGINNING OF THE SESSION – NO EXCEPTIONS. The Lightning Talk is worth 15% of your grade.

Learning Outcomes:

By the end of this assignment, student will be able to:

1. Create an engaging topic of interest and present it to the class in 10 to 15 minutes.
2. Conduct research to identify statistics, resources, and other data relevant to a chosen topic.
3. Communicate the relevance in terms of either health and/or social science.

Your Lightning Talk **must** include:

1. A population, community, or system.
 - a. Who or what is the focus?
2. Brief explanation of the significance of the issue impacting #1.
 - a. What change do you want to see because of your work/project?
3. Discussion of why or answer the “so what?” question. Why should anyone care?
 - a. Why is this topic important?
 - b. What might you accomplish by writing this LOI about this problem/issue/topic?
4. Your proposed timeframe for the project.
 - a. When would you want to launch the project and the anticipated timeframe for completion?
5. Explanation of approach.
 - a. How do you plan to conduct this project? Who will you collaborate with? What, in brief will your mixed methods project comprise?

Helpful Tips:

- Your Lightning Talk should flow. Use the assignment to really begin to think about what your desired Mixed methods project will be about. Please arrange the proposal in the order of the aforementioned 5 components – IN THAT EXACT ORDER.

- Don't be intimidated by the format. Instead, use it to get to the point quickly and tell your story.
- Don't sweat the five minutes. In fact, instead of starting with a prior talk and cutting it back, you might just start from scratch.
- You only have time to say four (maybe five) things, so choose them wisely.
- Leave out the details.
- Do not talk fast in order to get everything in! Instead, cut down the "everything."
- Figure out your key points.
- Beware of verbal clutter. Keep your points concise as you will be timed.
- Simple is often better.
- Include in your talk a short phrase, something people can take home with them and will remember a month later.
- Practice. Rehearse aloud. Practice is everything in a lightning talk.

Grading Rubric:

Grading Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Point Value
Introduction of Topic/Population	Introduction is thoughtful, clear and conveys useful or meaningful information about the topic/issue/problem and accurately states who the LOI is intended to reach.	Most content provided is related to a topic/issue/problem, allows for conclusions to be drawn.	Introduction gives some topic-related information, but largely focuses on superfluous and unnecessary content.	5
Explanation of the Goals	Clear and consistent explanation of the goals.	Majority of the explanation outlines the goals.	Explanation of goals includes content, but largely comprises unnecessary content that is confusing and hard to read.	5
Discussion of why this issue is important	Information is clear and describes why people should care about this issue/population	Statement of why we should care is mostly clear.	Statement of why we should care is unclear or poorly defined.	5
Approach	Intended Mixed Methods approach is clearly explained, including potential collaborators, intended design and timeframe	Descriptions of approach are adequate, so the reader understands and answers 2 of 3 questions.	Description of approach is lacking and only answers 1 question.	5
TOTAL POINTS				20

ASSIGNMENT II: Letter of Intent (LOI) Proposal (20 points)

The purpose of the Letter of Intent (LOI) proposal assignment is to introduce students to an initial step of the grant writing process using mixed methods research approach. Many funders require an LOI before requesting a full grant proposal. This helps the funder to identify the applicants that are most appropriate to receive their offered grant. Organizations also use the LOI to assess how many staff are needed to review the upcoming proposals. More so, the LOI places you on their mailing list for all future addendums and modifications for that particular grant, including deadline changes. LOIs are non-legally binding documents, which includes an introduction to your project, contact information at your institution, a description of your organization, a statement of need, your mixed methodology and/or an achievable solution to the issue, a brief discussion of other funding sources and a final summary.

The purpose of this LOI proposal assignment is to help students understand the importance of identify and describe key elements of an important issue and/or topic they wish to investigate. This assignment will help students refine an idea to assist with the practice advocacy & brokering skills as it relates to a topic for a future grant proposal. The proposal will be single-spaced, one full page with 1-inch margins. LOI PROPOSAL DUE 2/15/23 BY 11:59PM ON CANVAS. This assignment is worth 20% of the total grade.

Learning Outcomes:

By the end of this assignment, student will be able to:

1. Conduct research to identify statistics, resources, and other data relevant to a chosen topic.
2. Increase ability to interpret and communicate a social work topic.
3. Demonstrate a conceptual understanding of the importance of a LOI as a key step in the grant writing process.

Your proposal **must** include:

1. An introduction to the topic of the LOI proposal.
 1. What do you want to write about?
2. Brief explanation of the importance and a statement of goals.
 1. Why is this topic important? What might you accomplish by focusing on this problem/issue/topic?
3. Brief explanation of the proposed mixed methods approach.
 1. How do you plan to complete this assignment? What sources or types of information will you use? What terms can you use to conduct a search?
4. Each section should be a paragraph long. Use the assignment to really begin to think about what the LOI will be about. Please arrange the proposal in the order of the outline – DO NOT USE NUMBERS OR BULLETS.

Grading Rubric:

Grading Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Point Value
Introduction of Topic	Introduction is thoughtful and conveys useful or meaningful information	Most content provided is related to a topic/issue/problem,	Introduction gives some topic-related information, but largely focuses on	5

	about the topic/issue/problem	allows for conclusions to be drawn.	superfluous and unnecessary content.	
Explanation of Goals	Clear and consistent explanation of the importance and goals.	Majority of the explanation outlines the importance and goals.	Explanation of importance and goals has some content, but largely comprises unnecessary content that is confusing and hard to read.	5
Statement of audience	Information is clear and accurately states who the LOI is intended to reach.	Statement of audience is mostly clear.	Statement of the audience presented is unclear or poorly defined.	5
Approach	Intended mixed methods approach clearly explains how the proposal will be completed, including the types of sources or information that will be used; terms used to conduct a search	Descriptions are adequate, so the reader understands. Includes type of information and sources.	Few or poorly explained explanations.	5
TOTAL				20

ASSIGNMENT III: LETTER OF INTENT USING MIXED METHODS RESEARCH (35 points)

The LOI assignment can be based on your Lightning Talk, or it can be a different topic all together. Consider you are submitting an LOI to the William T. Grant Foundation on a social issue/population of your interest. Students are encouraged to visit the funder website for more information (<http://wtgrantfoundation.org/>). The LOI will be single-spaced, three to five full pages with 1-inch margins – NO EXCEPTIONS. Headings should be included. Your LOI is DUE 3/15/23 BY 11:59PM ON CANVAS. This assignment is worth 35% of your grade.

Learning Outcomes:

By the end of this assignment, student will be able to:

1. Create a compelling LOI that outlines the required components for a chosen mixed methods project
2. Conduct research to identify statistics and other data relevant to a chosen project
3. Increase ability to demonstrate the importance of a mixed methods approach to address the issue

Your LOI must include the following components:

1. The structure of the LOI is a business letter.
 - a. Write the LOI on business letterhead that will be provided. Be sure that the recipient's address should appear on the left-hand side of the paper.
 - b. Use the specific name of the recipient (i.e., the Funding Entity).
2. The opening of your LOI might be the most important part of your letter.
 - a. It should be a concise, executive summary, which provides enticing information to inspire the reader to continue.
 - i. Describe the issue, including the population of interest.
 - b. Include the name of your organization (University of Michigan School of Social Work), the grant you are applying for, as well as a short description of the project involved.
 - c. Include the title of your project and how your project fits the funder's guidelines and funding interests.
 - d. Your background and experience and past funding – scholarships, fellowships awards and other important distinctions.
3. Past and current research projects
 - a. How do they inform the current project especially in terms of your interest in mixed methods projects.
 - b. If you do not have any research experience, discuss any projects you have worked on in the past – this could be based in your community, for another organization or house of worship.
4. Mixed methods approach
 - a. Give a detailed overview of your approach and how it is innovative and why you chose it.
 - i. Note whether your approach will be basic or advanced, as well as the theoretical framework.
5. Next, give a brief history of the University of Michigan School of Social Work. There should be some connection made from what you currently do to what you want to accomplish with their funding.
6. Elaborate on your objectives.
 - a. Include a description of the project, the issue you want to address, target population and geographic area. Describe the project succinctly.
 - b. Incorporate statistical facts about what you are doing and hope to do as well as specific examples of successes and needs.
 - c. How do you plan on using the funding to solve the problem? Include major activities along with the names and titles of key project staff.
7. Briefly summarize your goal. Note that you are open to answering any further questions. Thank the funder for his consideration in your organization.
8. When signing the LOI, use proper business salutations such as “sincerely” or “respectfully”.

Grading Rubric:

Grading Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Point Value
Overall structure and format of the LOI (salutation and closing, headings to identify	Format and structure are in line with a standard business letter and includes all required components	Format and structure meet most of the required components.	Format and structure lack many of the required components	10

sections, meets page numbers)				
Opening of LOI (includes concise overview of all four components)	Clear and consistent overview comprising all four components	Majority of the components included in the opening	Opening has some content, but largely comprises unnecessary content that is confusing and hard to read.	5
Mixed Methods Approach	Clearly explains the type of design, how it's appropriate for the population and project, and rationale for selecting it	Explanations are good enough, so reader understands. Includes type of information and sources.	Limited explanation with weak rationale.	10
Objectives (includes concise overview of all three components)	Clear and consistent description of all three components	Majority of the components included in the opening	Objectives has some content, but largely comprises unnecessary content that is confusing and hard to read.	5
Summary/Closing	Summary/Closing is thoughtful, clear and reiterates purpose and interest.	Summary/Closing content provided is an adequate review of the project, etc.	Some information, but largely focuses on superfluous and unnecessary content.	5
TOTAL				35

ASSIGNMENT IV: LETTER OF INTENT PRESENTATION (25 points)

The oral presentation should provide a synopsis of your mixed methods research proposal. Students are expected to develop and distribute a page handout (preferably an infographic) summarizing their presentation to the instructors and all classmates. Please notify the instructors in advance of any audio-visual equipment needed for your presentation. The oral presentation grade will be based on the content and quality of the oral presentation and visual aids. The quality of the presentation focuses on professional delivery, including clear articulation of ideas, logical flow of presentation, staying within the assigned time limit (20 minutes), and effectiveness of visual aids. Your presentation should reflect the level of effort put into the overall assignment. Our context of the presentation will be that you are presenting your proposal to the funding entity and/or stakeholders. **Students will present on their LOI topics on 3/29/23 and 4/5/23 and the presentations are due at 11:59pm on the day you present.** This assignment is worth 30% of the total grade.

Grading Rubric:

Category	Scoring Criteria	Point value
Organization	✓ The type of presentation is appropriate for the topic and audience	3
	✓ Information is presented in a logical sequence	3
Content	✓ Introduction is attention-grabbing, lays out the problem well and establishes a framework for the rest of the presentation	3
	✓ Technical terms are well-defined in language appropriate for the target audience.	2
	✓ Presentation contains good use of data.	2
	✓ Appropriate amount of material is prepared, and points made reflect their relative importance. Follows assignment guidelines.	3
Presentation	✓ Material included is relevant to the overall message/purpose.	3
	✓ Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Speaker uses a clear, audible voice. Delivery is poised, controlled and smooth.	2
	✓ Visual aids are well prepared, informative, effective, and not distracting. Information is well communicated.	2
	✓ Length of presentation is within the assigned time limits.	2
Total Points		25