RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

Psy.D. Program in Organizational Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2023

Foundations of Qualitative Methods for Organizational Psychologists (18:829:523)
Credits: 3
Level: Graduate
Wednesday 3:35pm-6:05pm online

Instructor: Robert J. Emmerling, PsyD
E-mail: Robert.Emmerling@rutgers.edu
Office Hours: by appointment via Zoom, at your convenience. The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.
As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.
Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical, school, and organizational psychology.

2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Program Mission: The purpose of the organizational psychology program is to provide students with the finest possible graduate education for the practice of organizational psychology.

The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being. Organizational psychologists work within the context of organizations, although interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service-delivering and product-generating organizations from the public, private, and not-for-profit sectors of society**.**

Course Description

This course serves as an introduction to the principles and applied practices of qualitative research within the context of organizational psychology and equips students with the foundations to conduct qualitative research in organizational settings. Students will explore relevant contemporary research and engage in hands-on activities and practical exercises to develop their qualitative research skills.

Conducting research in organizations can be undertaken under different premises. One of the long-standing controversies takes place when quantitative and qualitative methods are contrasted. The former seems to reflect methods traditionally used in the natural sciences whereas qualitative methods have been considered more common to the social sciences. Furthermore, the epistemological divide between those pursuing research, broadly speaking, under neo-positivist assumptions seems to be more aligned with quantitative approaches whereas qualitative methods have been associated with research developed under more interpretive and post-modernist stances.

Against this background, the course aims at a sound understanding of qualitative research design with a specific focus on paradigmatic questions and methodological designs that are of particular relevance for organizational psychologists such as grounded theory, narrative research, case study research, phenomenology, ethnographic, action research, thematic analysis, and content analysis. By analyzing exemplary articles in these respective areas, students will develop a deeper understanding of how such methods are translated into applied practice and research.

The course will provide a framework to develop a coherent qualitative research design. It is one of the goals of the course that the student becomes familiar with the structure of research and that they are able to evaluate different approaches to it, as well as to produce viable research designs using a variety of qualitative approaches.

Course Overview

This course will be presented online, which will entail live weekly meetings via Zoom. All students are expected to attend all Zoom sessions and stay until the scheduled end of class.

The course will use a combination of lectures, discussion, experiential exercises, team-based exercises and projects, and individual assessment and feedback. Given the interactive nature of the course, it is required that students participate in course discussions. Online discussions and lecture via zoom will be 2.5 hours each week of the course, unless otherwise noted. When the course is in lecture mode, students are required to have cameras on (unless permission is granted) and be attentive.

Objectives for the course:

- Demonstrate an understanding of the terminology, goals, principles, and limitations of qualitative research.
- Demonstrate an understanding of how qualitative research applies to organizational psychology in particular.
- Recognize the theoretical and practical considerations behind the range of techniques, including interviews, record reviews, focus groups, observation, and some surveys.
- Conceptualize projects and select appropriate qualitative methods based on research questions.
- Design, conduct, and analyze various types of interviews, focus groups, observations, record reviews, and text analysis.
- Accurately and appropriately report on and present qualitative research findings.

Assignments and Evaluation Method:

Individual Level Work:

1. **Class participation and attendance (10%)**
2. **Pre-Class Threaded Discussion (10%)**
3. **Research Design Project (20%)**
4. **Article Critiques (20%)**
5. **Quizzes (10%)**
6. **Coding Exercise (15%)**

Group Level Work:

7. **Lead Class Discussion (15%)**

      1. **Participation and Attendance**- There will be ample opportunity to participate in class discussion during class. Please review the Criteria for class participation in the last section of the syllabus for guidance on how to ensure a good score in this area.

      2. **Pre-Class Threaded Discussion**- Prior to each class, students will complete posts online (also as assigned in the course schedule), under the direction of the instructor, and interact with their classmates by posting replies to one another's posts. Students will be required to: (a) complete their first post on time (by Wednesday 3:35 of each week and reply to classmates by Friday 11:59 PM), (b) write each post in APA style with references, and (c) engage and interact in inclusive and thoughtful dialogue as expected of graduate students entering the professional field of psychology.

3. **Completion of Research Design Project:** **This can be done as an individual or group project (groups cannot be larger than 2).** In group projects, the group will turn in the final project and be graded as a group, meaning that both participants will receive an identical grade for their participation in the project. In this project, you will try to incorporate several of the teachings from the class to draft a research proposal that addresses a specific research question. The research proposal should have the following elements:

Introduction:

✓ Statement of the problem (Including literature about the problem)

✓ Purpose of the study

✓ The research question(s)

✓ Defining the research space (i.e. what specific populations, and issues will you study)

Procedures:

✓ Qualitative research approach used and why it makes sense to use this approach

✓ Proposed data collection procedures

✓ Proposed data analysis strategy

✓ Strategies for validating the findings

4. **Article Critiques:** The ability to review articles is an important skill, and for those of you aspiring to an academic career, this will be a task that will make up an important part of your role as a professor and scholar. Doctoral-level practitioners also need to be able to critically evaluate research to stay current with developments in the field. As such, you will be asked to review two qualitative research articles from different qualitative approaches (i.e. articles that clearly indicate that the authors are using a narrative, phenomenological, grounded theory, ethnography, or case study methodology) and answer the following questions.

✓ Where do you see specific evidence, as demonstrated by the defining features highlighted in class, that the authors are using a specific approach to qualitative research?
✓ What are particular strengths and weaknesses of the approach and how might any weakness be addressed in future studies?

Article critiques should be between 1000 – 1500 words.

5. **Quizzes:** Brief quizzes will be given half-way through the course to assess comprehension of reading and lecture materials up to that point in the class. A final quiz will be given on the last class to cover material covered in the second half of the course. **Make up quizzes can only be given in the case of an excused absence. Please review the criteria for excused absence that appears in a later section of this syllabus.**

6. **Coding Exercise**- You will be asked to analyze and code a sample of qualitative data. This could be an interview transcript, recording of a behavioral simulation, archival documents, etc. After reviewing the information, you will be asked to develop a code to analyze the data. Once you have developed your code, you will have a peer apply your code to a second sample and calculate interrater reliability.

7. **Lead Class Discussion (Group Project)**- In this group project you will lead the class discussion on one of the 5 major approaches to qualitative research. Student groups of 2 – 3 will lead interactive sessions to cover key aspects of various approaches to qualitative research. *Prior to conducting the session, each group will meet with the instructor to go over their plan and materials to lead the class discussion.*

The final grade will be determined and computed based on the following:

1. Participation and Attendance   10
2. Pre-Class Threaded Discussion   10
3. Research Design Project   20
4. Article Critiques   20
5. Quizzes   10
6. Coding Exercise   15
7. Lead Class Discussion   15
                                    - - - - - - - - - -

    Maximum Point Total   100 points

Grades and Grading Policy

| Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

Program requirement: All students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Policy on late assignments: Grades on late assignments will be reduced by 2 points (out of a 10 point scale). Assignments will not be accepted more than 7 days late.

Required Books:
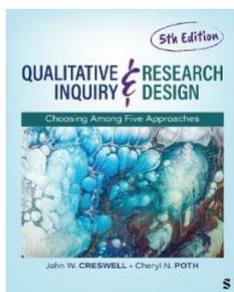
Creswell, J. W. & Poth, C. N. (2024). *Qualitative Inquiry and Research Design: Choosing Among the Fiver Approaches (5th Ed.)*. SAGE Publications.
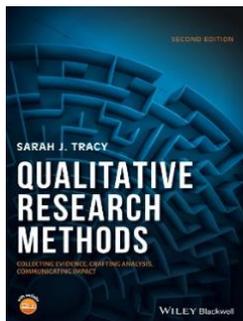
Tracy, S. J. (2020). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley Blackwell.

All other required and optional texts will be made available via Canvas

Class Reading(s):

Class #1 - Required

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Class #2 – Required

Creswell, J. W., & Poth, C. N. (2024). Introduction to qualitative inquiry and research design. In J. W. Creswell, J. W. & C. N. Poth (Eds.), *Qualitative inquiry and research design: Choosing among the five approaches (5th ed., pp. 1-15)*. SAGE Publications.

Creswell, J. W., & Poth, C. N. (2024). Philosophical assumptions and interpretive frameworks. In J. W. Creswell, J. W. & C. N. Poth (Eds.), *Qualitative inquiry and research design: Choosing among the five approaches (5th ed., pp. 16-45)*. SAGE Publications.

Creswell, J. W., & Poth, C. N. (2024). Designing a qualitative study. In J. W. Creswell, J. W. & C. N. Poth (Eds.), *Qualitative inquiry and research design: Choosing among the five approaches (5th ed., pp. 46-73)*. SAGE Publications.

Maxwell, J. A. (2014). A model for qualitative research design. Qualitative research design: An interactive approach (3rd ed.). Chapter 1

Class #3 – Required

Bhattacharya, K. (2017). Data collection methods. In K. Bhattacharya (Ed.), Fundamentals of qualitative research: A practical guide (pp **126-139**). Routledge.

Creswell, J. W., & Poth, C. N. (2024). Five approaches to qualitative inquiry. In J. W. Creswell, J. W. & C. N. Poth (Eds.), *Qualitative inquiry and research design: Choosing among the five approaches (5th ed., pp. 74-133)*. SAGE Publications.

Tracy, S. J. (2020). Interview planning and design: Structuring, wording, and questioning. In S. J. Tracy (Ed.), *Qualitative research methods* (2nd ed., pp 155-176). Wiley Blackwell.

Class #4 – Required

Bhattacharya, K. (2017). Data collection methods. In K. Bhattacharya (Ed.), Fundamentals of qualitative research: A practical guide (pp **140 - 146**). Routledge.

Tracy, S. J. (2020). Interview practice: Embodied, mediated, and focus-group approaches. In S. J. Tracy (Ed.), *Qualitative research methods* (2nd ed., pp 182-206). Wiley Blackwell.

Class #5 – Required

Tracy, S. J. (2020). Negotiating access and exploring the scene. In S. J. Tracy (Ed.), *Qualitative research methods* (2nd ed., pp 104-127). Wiley Blackwell.

Tracy, S. J. (2020). Field roles, fieldnotes, and field focus. In S. J. Tracy (Ed.), *Qualitative research methods* (2nd ed., pp 129-152). Wiley Blackwell.

Class #6 – Required

Flyvbjerg, B. (2006). Five misunderstandings about case study research, *Qualitative inquiry*, 12(2), 219-245.

Lincoln, Y. S., & Guba, E. G. (1990). Judging the quality of case study reports. *Qualitative studies in education*, 3(1), 53-59.

Class # 7 – Required

Suddaby, R. (2006). From the editors: What grounded theory is not, *Academy of management journal*, 49(4), 633-642.

Winter, D. G. (1992). Content analysis of archival materials, personal documents, and everyday verbal production. In C. P. Smith, J. W. Atkinson, D. C. McClelland, & J. Veroff (Eds.), *Motivation and Personality: Handbook of Thematic Content Analysis. New York*: Cambridge University.

Class # 8 – Required

Boyatzis, R. (1998). The search for the codeable moment: A way of seeing. In R. E. Boyatzis (Ed.), *Transforming qualitative information: Thematic analysis and code development*, (pp. 1 – 28). Sage Publications

Boyatzis, R. (1998). Developing themes and codes. In R. E. Boyatzis (Ed.), *Transforming qualitative information: Thematic analysis and code development*, (pp. 29 – 53). Sage Publications

Boyatzis, R. (1998). Deciding on units of analysis and units of coding as issues of sampling. In R. E. Boyatzis (Ed.), *Transforming qualitative information: Thematic analysis and code development*, (pp. 54 – 66). Sage Publications

Dasborough, M. T. (2006). Cognitive asymmetry in employee emotional reactions to leadership behaviors. *The leadership quarterly*, 17, 163-178.

Class #9 – Required

Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard educational review*, 62(3), 279-300.

Tracy, S. J. (2020). Qualitative quality: Creating a credible, ethical, and significant study.. In S. J. Tracy (Ed.), *Qualitative research methods* (2nd ed., pp 293-288). Wiley Blackwell.

Tracy, S. J. (2020). Theorizing and writing: Explaining, synthesizing, and crafting a tale. In S. J. Tracy (Ed.), *Qualitative research methods* (2nd ed., pp 292-317). Wiley Blackwell.

Class #10 – 14 Required

TBA

Class Schedule*

Week and Date	Class Overview	Readings (Req.)	To be completed **Before** class
Week 1 *1/17/24*	**Class Introduction and Introduction to Qualitative Methods** - Course requirements and overview of course - Overview of qualitative methods - Criteria for evaluating "good" qualitative research	Tracy, 2010	Discussion Post – Week #1
Week 2 **1/24/24**	**Qualitative Research Design** - Philosophical underpinnings and epistemological foundations - Selecting research questions - Data collection methods (record review, interviews, focus groups, observations, qualitative elements of surveys) - Sampling techniques and considerations - Ethical considerations in qualitative research design	Creswell & Poth, 2024, (Chapters 1 - 3) Maxwell, 2014, (Chapters 1)	Discussion Post – Week #2
Week 3 **1/31/24**	**Narrative Research and Interview Methods** - Defining characteristics of Narrative Research - Types of Narrative Research - Data collection using Interview Methodologies	Creswell & Poth, 2024 (Chapters 4) Tracy, 2020, (Chapter 7) Bhattacharya, 2017 Unit 6 (p 126-137)	Discussion Post – Week #3
Week 4 2/7/24	**Phenomenological Research and Focus Group Methods** - Defining characteristics of Phenomenological Research - Types of Phenomenological Research - Data collection using Focus Group Methodologies	Tracy, 2020, Chapter 8 Bhattacharya, 2017 Unit 6 (p 140 - 146)	Discussion Post – Week #4 Article Critiques – Narrative Approach
Week 5 2/14/24	**Ethnographic Research and Observational Methods** - Defining characteristics of Ethnographic Research - Types of Ethnographic Research - Data collection using Observational Methodologies	Tracy, 2020 (Chapter 5 – 6)	Discussion Post – Week #5 Article Critiques – Phenomenological Approach
Week 6 *2/21/24*	**Case Study Research** - Defining characteristics of Case Study Research - Types of Case Study Research - Data collection using Case Study Methodologies **Course Quiz**	Flyvbjerg, 2006 Lincoln & Guba, 1990	Discussion Post – Week #6 Article Critiques – Ethnographic Approach
Week 7 2/28/24	**Grounded Theory Research and Archival Document Review** - Defining characteristics of Grounded Theory Research - Types of Grounded Theory Research - Data collection using Case Study Methodologies	Suddaby, 2006 Winter, 1992	Discussion Post – Week #7 Article Critiques – Case Study

Week 8 3/6/24	**Thematic Analysis and Content Analysis** - Defining characteristics of Thematic Analysis and Content Analysis Research - Types of Thematic Analysis and Content Analysis Research - Data collection using Thematic Analysis and Content Analysis	Boyatzis, 1998 (Chapters 1 – 3, & 7) Dasborough, 2006	Discussion Post – Week #8 Article Critiques – Grounded Theory
	Spring Break		
Week 9 3/20/24	**Assessing Quality of Qualitative Research, Writing and Summarizing Findings**	Tracy, 2020, (Chapters 11 & 12) Maxwell, 1992	Discussion Post – Week #9
Week 10 3/27/24	**Research Design Presentations**	TBA	Discussion Post – Week #10
Week 11 4/3/24	**Introduction to NVIVO and Computer-Assisted Data Analysis**	TBA	Discussion Post – Week #11
Week 12 4/10/24	**Research Design Presentations**	TBA	Discussion Post #12
Week 13 4/17/25	**Research Design Presentations**	TBA	Discussion Post #13
Week 14 4/24/25	**Research Design Presentations and Course Wrap Up** **Course Quiz**	TBA	Discussion Post #14

*(*Course schedule subject to change at Instructors discretion*)

OP/GSAPP Program Policies

Academic Integrity
All Rutgers students should review and adhere to the University principles of academic integrity, available at: https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf

Accommodations due to Disability
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (https://webapps.rutgers.edu/student-ods/forms/registration).

APA Citation Style
All scholarly work MUST be written using the APA style (7th ed.).

<u>Attendance and Participation:</u>
Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered late and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those which are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military service; jury duty). They will require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

<u>Commitment to Safe Learning Environment</u>
The Rutgers GSAPP community is committed to helping create a safe learning environment for all students and for the School. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Graduate training in psychology is vulnerable and while a safe environment is critical for learning, ultimately the instructor is the expert and will manage situations accordingly. Students are encouraged to discuss challenges with the course instructor before elevating to chair of the department, dean's office, provost or chancellor.

<u>Computer/Cell Phone Use in Class</u>
If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

<u>Inclusion</u>
GSAPP has a history of commitment to cultural and individual diversity. Fostering understanding of and respect for cultural and individual diversity are addressed through education and training activities, as well as through policy and structure. This is reflected in curriculum content, course content, practicum settings and activities, special events, recruitment practices for both students and faculty, retention practices, student aid, and the GSAPP committee structure and student organization structure. Understanding of diversity issues is seen as essential to competent professional functioning.
(https://gsapp.rutgers.edu/programs/commitment-diversity)

As such, instructors intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If students experience marginalization or discrimination in this class, please let the instructor know so we can make our learning environment more inclusive and just. Instructors can help connect students to resources offered across campus as well, keeping in mind that discomfort is a part of growth, especially in graduate psychology.

Online Etiquette

Students are responsible for their own learning. Instructors are here to facilitate learning and understanding of the course content. Learning the material is up to each student and includes: (1) Reading the entire syllabus and knowing the policies for each class– pay attention to deadlines and due dates! (2) For online lectures, make sure your computer set-up is ready for it – video, microphone, high-speed internet. Any circumstance prohibiting video (where your video is on and face can be seen), audio or Internet must be communicated to the instructor before class or it will count as an excused absence. (3) In Canvas, check the Course Calendar and Announcements regularly (at least 2-3 times per week). Also, check your email daily (4) Keep current with all course assignments, quizzes, and examinations. (5) Ask questions and communicate with the instructor.

**Remember that the greater degree of online learning you choose means you also assume greater responsibility for your own learning outcomes.

Student Handbook

All students must adhere to the GSAPP Student Handbook of Policies and Procedures:
https://gsapp.rutgers.edu/current-students/student-handbook-polices-and-procedures

Student Resources

For more information visit: https://gsapp.rutgers.edu/current-students/important-links
Title IX: https://nbtitleix.rutgers.edu

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: http://health.rutgers.edu/medical-counseling-services/counseling/ They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

RUBRICS

Participation Analysis (for participation and attendance)

Criteria/Grade	4 points	3 points	2 points	1 point
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading

Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.
Video and Microphone presentation	Students is fully engaged, video on, and participating.	Intermittent turning video off and little speaking.	Video is mostly off or pointing toward a wall, and almost no speaking	No video or speaking in more the 4 class periods.

Threaded Scholarly Discourse (for each assigned Threaded Discussion on canvas)

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
Introduction	Initial posting is excellent and promotes further exploration and discussion	Initial posting is very good and promotes engagement	Initial posting is good and promotes engagement	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the Threaded Discussion	Very good reasoning, and analysis throughout the Threaded Discussion	Decent reasoning, and analysis throughout the Threaded Discussion	Some inaccuracies or flaws in analysis or reasoning during the Threaded Discussion	Unclear reasoning and analysis	Lacks analysis
Support	Ideas are supported by scholarly sources	Ideas are supported by non- scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are cursory and unsupported
Interaction	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
Style	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Postings will not be accepted after the close of the Threaded Discussion.

Lead Class Discussion Rubric (for the group training that you will design and deliver)

	3 Points	2 Points	1 Point	0 Points
Content	Excellent- Content is from recognized sources and theories and practices have a solid foundation in the literature.	Average- Most of the content is from credible sources and theory with some content from dubious sources or not supported by research	Below Average- The majority of content is based on "common sense" or unreliable sources with little support from research.	Unacceptable- no reasonable attempt has been made to integrate reputable content
Technology quality and production	Excellent- uses technology, editing, and art.	Average- perfectly suffice visual aids.	Below Average- issues formatting and organizing visual aids.	Unacceptable/Not addressed- no visual aids.
Confidence and presentation style	Excellent- clear, concise communication, organized discussion, promotes audience engagement	Average- OK, and academic. Shows organization and planning. Not concise, lacks clear, articulate flow across concepts	Below Average- lack of cohesiveness and organization. Reads directly from presentation vs discusses material	Unacceptable/Not addressed- Lacking in all aspects of presentation techniques
Content is Interactive	Excellent- presentation has multiple opportunities for participants to interact (e.g. online polls or surveys, organized breakout sessions or specific questions that stimulation participation and engagement..	Average- Some thought has been given to stimulating interaction but relies on a single method used repeatedly.	Below Average- content is almost all lecture with little or no thought toward making the content interactive.	Unacceptable- little or no effort toward fostering interaction during the session.