**М.3.Б.02.2 Scientific Research Applied Seminar**

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| **1. Course number, title, and ECTS** | **М.3.Б.02.2, Scientific Research Applied Seminar, 6 ECTS**  2nd year, Core  Seminars & Practical Classes – 288 academic hours  Contact Hours – 92 academic hours  Self-study Hours – 196 academic hours |
| **2. Course instructors during Self-Evaluation year and site visit year** | Mrs. Tamara Nezhina, Associate Professor, Ph. D. in Public Administration and Policy  Mr. Nikolay Klishch, Associate Professor, PhD in Economics |
| **3. Prerequisites for the course** | The theories of public administration  The introduction to economic policy  The theory and practice of modern public administration  The public sector economy  The Research methods |
| **4. Course objectives in relation to total curriculum** | The objectives of the course are to apply the knowledge and skills from all learned disciplines in the program to build and evaluate the strategy for determining and solving pressing social problems. |
| **5. Learning outcomes** | On the completion of the course, the students are capable:   1. to use scientific methods to determine the parameters of a social problem, 2. to identify the concerns of key political figures, 3. to place the problem within a contemporary political and managerial context, 4. to propose a politically sound and practically manageable solution, 5. to prepare a policy paper based on theoretical propositions and statistically supported practical evidence. |
| **6. Course description** | This course is the opportunity for graduate students to demonstrate their competence in multiple literacies. The course encourages students to reach a new synthesis of their understandings about core areas of management, policy, and research. The course challenges students to extend their reach beyond the borders of conventional research methods, policy design, and management practice. Readings and discussions are crafted as a means of learning a new approach that integrates research and action within the context of political pluralism.  In this capstone research seminar course the students complete practical applied research projects by integrating the skills of theoretical reasoning, preparation and implementation of applied research, and advising on a professional practice. Students choose applied qualitative and/or quantitative research competencies to focus on either a policy or a management issue. |
| **7. Learning and teaching methods** | The teaching philosophy for this class is based on the principle - learning by doing.  A highly participatory strategy involves all students into vigorous discussions.  Students select research topics and discuss them in class. Each group of student-researchers collect the materials on the topic from a variety of sources with the emphasis on research-based evidence to present in class. Other groups may take a stand of supporters or opponents of the presented views and are required to present empirical evidence to support their views. This approached ensures the active participation of all students and raises the awareness of current political, managerial, and research issues in modern society and scientific milieu. |
| **8. Major topics covered** | * Logic of public policy (program) conceptualization and planning: the synergy of political and managerial approaches. * The identification of baseline policy issues by conducting context (situational) assessment. * Applied definition of a public good and a related social service. * The study of stakeholder approaches and the need assessment of the target population. The methodology of need assessment. * The methods of public policy and public program monitoring. * The development of process and outcome indices for policy progress measuring. * Public policy and public program evaluation: effectiveness and efficiency evaluation approaches. * Planning the practical policy evaluation project. * Data collection, evaluation and analysis. * Oral presentation and preparation of the executive report. |
| **9. Prescribed books and readings** | 1. Rossi, P.H., Lipsey, M.W., Freeman, H.E., 2004. Evaluation: A Systematic Approach, 7th ed., Thousand Oaks: Sage Publications. 2. Single P. B. 2009. Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text. Stylus Publishing. 3. Needs Assessment Manual,<http://www.csc.noaa.gov/needs/home.html> 4. Rouda, R.H. and Mitchell, E.K. 1995, Need assessment: the first step, Technical Association of the pulp and Paper Industry. 5. McKinley, K. and Adler, G. 2005, Quality Of Life Study: Involving-Elders in-Policy-Making for Their Own Care and Life Satisfaction. *The Haworth Press, Inc.* 6. *Карюхин, Э.В. Потребности пожилых людей в медико-санитарной помощи*, [http://shemshur.narod.ru/Portfolio/Sv\_Dim\_school/Old\_Age\_Problems\_2.pdf](https://docviewer.yandex.ru/r.xml?sk=93b7df572d84a3d6fb0fe81544991eae&url=http%3A%2F%2Fshemshur.narod.ru%2FPortfolio%2FSv_Dim_school%2FOld_Age_Problems_2.pdf" \t "_blank) 7. Ефанова, О. А., Иваненков, С.П., Ивченков, М.С. 2010. Культурные потребности молодежи в контексте современных изменений. Результаты выборочного социологического опроса молодежи. Социология власти, № 1. - С. 26 – 49 8. T. D. Gallicano. 2013. Relationship management with the Millennial generation of public relations agency employees. Public Relations Review 39 (2013) 222– 225 9. UNDP. 2009. Handbook on planning, monitoring, and evaluating for development results. HandbookWeb site: <http://www.undp.org/eo/handbook> 10. Khandker, S., Koolwal, G. and Samad H. 2010. Handbook on impact evaluation. The World Bank. Part 1, Chapter 2. pp – 31. |
| **10. Way of examining** | Practical evaluaiton projects. Discussion participation – 20%, Oral presentation - 30%, Executive report – 50%. |