



School of Social Work

SWK 595: RESEARCH LITERATURE AND TECHNIQUES Spring 2018 – Commerce – Mondays 6 – 9 pm

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

Instructor: Dr. Brenda Moore, Ph.D., LMSW-AP
Office Location Henderson 308 (Commerce)
Office Hours Monday, 1:00 – 5:00; Tues 1:30 – 4:30; Thur 1:30 – 4:30 (optional)
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Overview of Course

COURSE DESCRIPTION:

This course integrates research design, instrument selection and development and techniques of data collection and analysis for application in a field setting. Development of a research project based on a practicum assignment is required; to a specific intervention or evaluation undertaken in the concurrent field practicum placement. Critical thinking skills, self-assessment and practice evaluation requirements are developed and demonstrated in a major paper. Prerequisite: Completion of SWK 590.

COURSE OBJECTIVE(S):

This course integrates research design, instrument selection and development and techniques of data collection and analysis for application in a field setting. Development of a research project based on a practicum assignment is required. Prerequisite and/or Co-Requisite: Completion of all MSW classes and completion of SWK 590. The student is expected to conduct an empirical assessment related to their concurrent field placement, i.e., client system, intervention, program evaluation or needs assessment.

1. Students will demonstrate the ability to apply the problem solving process to generalist practice intervention with client systems at all levels, considering the rural or urban practice context.
2. Students will demonstrate an understanding of the importance of evidence-based knowledge and methods in designing interventions that consider the rural or urban context.
3. Students will demonstrate an understanding of social work values and ethics in professional interventions with clients and colleagues and demonstrate effectiveness in considering cultural difference among clients and colleagues.

RELATIONSHIP TO OTHER COURSES:

This class builds upon the content gained in SWK 590. This prerequisite should provide the student with an approved research proposal from which to begin data collection for this class.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the

educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and Communicate judgments and reasoning through decision-making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11 Becomes increasingly proactive in recommending constructive change in organizations and communities

Competency AGP 2.1.12 Demonstrates innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Content and assessment in this course reflect the bolded competencies and the following practice behaviors:

- 2.1.6.a Uses research and evaluation to assess intervention, efficacy, and effectiveness
- 2.1.6.b Develops and shares data to enhance best practices and professional knowledge
- 2.1.6.c Uses evidence-based research findings to improve practice

Course Structure

Texts and Associated Materials

Required Texts:

American Psychological Association. (2001) *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

Kyrsik, J.L. & Finn, J. (2013). *Research for effective social work practice* (3rd ed). New York, NY: Routledge.

Overview of Course Assignments

Research Manuscript (200 pts) – 50% of grade

Students complete an approved research study and create a final manuscript suitable for publication. Outline for the Manuscript is located in Appendix A of course syllabus.

Quizzes and/or Activities (100 points) – 25% of grade

Comprehensive Final Exam (100 points) – 25% of grade

Grading Scale

90-100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Lbaray - Room 132

Phone (903)886-5150 or (903) 886-5853

Fax 9903) 468-8148

StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of</u> <u>"F"</u>
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<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade</i> <i>of "F"</i>
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<i>Summer 10-week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>
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Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty

Handbook, Undergraduate and Graduate Catalog, Student Guidebook ...)

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic

dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.

You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the

learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check
http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of

the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>
 The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS

System:	
iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

Course Schedule
Reflects University "Delayed Start" date of Feb. 1, 2018

SPRING 2018 COURSE SCHEDULE			
Week	Date	Topic	Assignments
Week 1	2/5	Introduction to Course; Review Syllabus; Course Expectations Review of Key Research Terms	Review Ch. 1-10 from text
Week 2	2/12	Descriptive Statistics – Ch. 11 In Class Quiz over Ch. 11 (10 pts)	Begin Data Collection Statistics Assignment
Week 3	2/19	Descriptive Statistics In Class SPSS Activities Meet in Computer Lab	Continued Data Collection Take Home Practice Assignment on "Writing the Results" (10 pts)
Week 4	2/26	Inferential Statistics – Ch. 12 In Class Quiz over Ch. 12 (10 pts)	Continued Data Collection Take Home Practice Assignment (10 pts)
Week 5	3/5	Writing Research Results – Ch. 13 In Class Quiz over Ch. 13 (10 pts) Draft Methodology Section DUE (10 pts)	Set Up Data Shells in class
Week 6	3/12	SPRING BREAK	
Week 7	3/19	Class Worktime on Data/Stats	Begin data analysis
Week 8	3/26	Class Worktime on Data/Stats	Continue data analysis
Week 9	4/2	Draft Findings/Results Section DUE (10 pts) - Peer review & discuss	
Week 10	4/9	TBD	
Week 11	4/16	Draft Discussion Section DUE (10 pts)	
Week 12	4/23	TBD	
Week 13	4/30	FINAL MANUSCRIPT DUE Class Presentations	Peer Review of 2 other students (20 pts)
Week 14	5/7	FINAL EXAM	

Appendix A - The Formatting for Final Manuscript

Cover Sheet (*formatted according to APA with running head; Page numbering etc*)

RESEARCH PROPOSAL

Guidelines:

1. The final paper must be typed or word-processed. The paper must be double spaced and must follow the format set forth in the most recent Style Manual of the American Psychological Association.
2. The paper is expected to be clearly legible, utilize a standard typeface (e.g., Times New Roman), and size 12 font. Papers must be free of spelling, grammatical, typographical, and punctuation errors. **It is the student's responsibility to ensure that papers have proper syntax and grammar. Grades will be significantly lowered if such errors exist.**
3. Students must include at least 15-20 references from current (within the last 7 years) professional literature. Twelve of the reference must be journal articles. Resources for paper preparation are available in the Databases include PsycLit, ERIC, Sociofile, and Dissertation Abstracts. These materials may be checked out through the library reference desk. The library also has computer labs available for paper preparation. Schedules of computer time availability can be secured from the library.

OUTLINE OF REQUIRED ELEMENTS

Abstract

This is a brief summary of the research study. This should not exceed 120 words, needs a good lead sentence, should describe the purpose, method and two to three of the anticipated outcomes, and implications.

Introduction

This section provides the reader an introduction to this research project, including information about the program setting, interventions used, clients served, etc.

Literature Review

This section provides the context for the entire study. Make revisions to paper submitted and graded for SWK 590.

Problem Statement *This should be a statement that provides a clear and concise*

description of a general "issue" and derived from your literature review. A good problem statement generates the research question you present as the focus of your study. This sentence needs to be accompanied by a few short sentences that elaborate on why the problem is a problem in the first place.

Purpose of the Study

Research Question or Hypothesis to be tested. A simple statement: The purpose of this study is to address the following question(s):

Methods

*This is the second major section of the study. Should answer the core questions of what happened, to whom, how and why. This is similar to a "recipe" and should have **sufficient detail to allow replication** of the study (another wants to use your recipe and do the same thing); and demonstrates the author's thinking, assumptions and scientific rigor and the realities of obstacles of conducting the actual study.*

This section includes for subheadings:

*(1) **Research Design** - you need to present a brief synopsis of the overall design – quantitative, qualitative or mixed methods, a clear description of the design you used - "this study used a self-administered survey method". Identified independent and dependent variables (if there are any, not all research has IV and DVs).*

*(2) **Sample/Participants** - specifies how the sample was selected, the size of the sample, the techniques used in selecting the sample, the samples relationship to the population it was drawn from, the time lines when the sample was obtained and any unique features of the sample.*

*(3) **Data Collection Procedure** - this section provides detailed, specific information about what was done and how, where the study took place, if the study collected firsthand data or secondhand data, etc.*

*(4) **Measurement Instruments** - this section of provides a description of each measuring instrument that you used for every variable contained in your research question. If you used a measuring instrument that has been previously used, you need to identify it by name, and discuss its reliability and validity. If you created your own, you need to outline the procedures you used to develop the instrument and place a copy in the appendix. You need to have made a clear connection between the measuring instrument and the research design and variables contained within your study.*

Findings/Results

***EXPLICITLY** describe your findings/results, based on your data analysis, beginning with the demographics of your sample. Use descriptive statistics as appropriate AND inferential*

statistics (t-tests, correlations, etc). Use **CORRECT** presentation of your statistical findings (use published articles for guidance). You may include a **FEW** tables/graphs, but only when they are helpful to clearly depict your data or findings. **DO NOT INSERT SPSS TABLES, instead use APA format guidelines for tables.**

Discussion

DISCUSS your findings for each variable and , what you think your research might indicate. Discuss the **LIMITATIONS OF YOUR STUDY** (what you would have done differently or the weaknesses of your study, ie., too small of a sample, etc.)

Implications for Practice

Recommendation for changes, continuation, etc in the program, intervention or policy based on the results of this study. This is the “so what” section.

Conclusion

1 paragraph. What did you learn from this experience? In what ways did you better understand “research” as a result of this project?

References

This section begins on a separate page and following APA formatting. Minimum of 15 current scholarly journal articles (less than 10 years old).

Appendices *Include informed consent form, IRB protocol application, and any measures used in the project.*

APPENDICES

(this is the order of the appendices - however if you do not have appendix B- you will adjust accordingly)

APPENDIX A - Copies of survey instrument; or data collection tool

APPENDIX B - Copy of informed consent (if collecting data from subjects)

APPENDIX C - Copy of completed department IRB

APPENDIX D - Copy of ethics certificate

Submission of Final Paper:

1. Strict policies are enforced regarding the submission and evaluation of the completed research paper.
2. All papers must be submitted to the department by the class deadline in finished copy form.
3. Partially completed papers or papers otherwise not meeting the guidelines will be regarded as having failed to meet the submission deadline. It is **not** acceptable to receive an “X” (incomplete) in this class.

4. An electronic copy must be on file at the department by the final due date. Original papers are retained in the department's files. Students should retain a copy in the event a rewrite is required. Please submit electronic copy through eCollege.

Paper Evaluation:

- A. Papers will be evaluated on completeness, or how well the paper addresses the elements described in the outline.
- B. Papers will also take writing into consideration. Five general considerations in evaluating writing are:
 1. Follows APA style - organization of text and references using the designated style manual governing margins, page layout, headings, spacing, citations, and references.
 2. Free of typographical, grammatical, and spelling errors - papers are expected to be error free and to meet university thesis document requirements.
 3. Clear and concise expression of ideas - clarity of expression, avoiding repetition, and structuring of the content that communicates the writer's intent without undue demands on the reader.
 4. Comprehensive development of ideas - the writer is expected to develop ideas fully and to support them appropriately. Do not assume the reader will fill in missing material or make connections between sections or ideas. The burden is placed on the writer to elucidate thinking and activity in the case presentation.
 5. Use original research. **Do not plagiarize other's work. Student papers will be checked for plagiarism.**