



# Course Syllabus

SW 405

Research Methods in Social Work

Month/Year

Credit Hours: 3

## Faculty Information

First Last, MSW, PhD  
Assistant Professor of Social Work

Office:  
Office phone:

## Best way to reach me

The best way to reach me is through email:

- email address

## Response time

Students are encouraged to contact me after reviewing materials to discuss course topics, receive answers to questions, etc. However, a response from me will not occur on a 24/7 basis. The best way to contact me is via email and responses will be as timely as possible, and typically within 24-48 hours.

## Prerequisites

Prerequisites include being admitted to the social work program and junior or senior status.

## Required Text & Other Materials

Royse, D. (2017). *Research Methods in Social Work* (7<sup>th</sup> ed). San Diego, CA, Cognella, Inc.

**Suggested:**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

Articles and videos as assigned.

## Course Description

This course is an introduction to the logic and the techniques of research in social science. The emphasis will be on measurement, sampling techniques, research design, and data analysis.

## Principal Instructional Techniques

This online course was created using universal design principles to assist individuals with a variety of learning differences. Every effort has been made to present content in different formats to accommodate the individual learning differences of students. There are both synchronous and asynchronous learning components. Your attendance at weekly chats is required. Other activities, such as quizzes and discussions, are completed on your own. Please keep in mind that all assignments, including discussions, have due dates - this is not a “self-paced” course. Please refer to the Course Schedule for when assignments are due.

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input type="checkbox"/> Watching	<input type="checkbox"/> Other

### Student Learning Objectives

SLO 1: Demonstrate ethical and professional behavior.

SLO 2: Engage in practice-informed research and research-informed practice.

SLO 3: Evaluate practice with individuals, groups, organizations, and communities.

## Course Requirements

### Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there

are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

### Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
<b>Weekly</b>	Attendance and Participation (5 pts each)	75
	Graded Assignments (5 pts each)	55
	Quizzes (10 pts each)	110
	Midterm	50
	Final	50
	Literature Review Paper	60
	Literature Review Presentation	15
	Literature Review Peer Review (5 pts each)	10
	Research Proposal Paper	50
	Research Proposal Presentation	15
	Research Proposal Peer Review (5 pts each)	10

### Completion of Assignments

Assignments are due weekly, on \_\_\_\_\_, following the previous week's class. Prior to each week's class, students should complete the required readings and begin assignments. Class discussions will include in-class exercises on that week's materials and students are responsible for posing critical thinking questions on the subject matter.

All written assignments will be evaluated for accomplishment of outcomes, organization, and clarity of expression, demonstration of the ability to integrate and critically apply course content, and use of correct spelling, grammar, and accurate use of the current edition of APA referencing style (when/where appropriate).

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Weekly class sessions for this course will take place on \_\_\_\_\_ afternoons from \_\_\_\_\_ CST beginning on \_\_\_\_\_.

**Work that is up to 4 hours late will lose points. Work that is more than 4 hours late will not be accepted.**

## Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

## Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

## Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

## Weekly Chats

All synchronous chats are held on \_\_\_\_\_ from \_\_\_\_\_ CST in the Adobe Connect classroom. The first class meeting is \_\_\_\_\_. The last class meeting is \_\_\_\_\_. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

## Methods of Evaluation

### Description of Course Assignments

Assignment	Description
Identification of a practice area of interest	Think about a practice area you are especially interested in. Think about child protection, homelessness, Hospice services, any area that interests you. You will use this practice area as you complete the literature review, the research proposal and the two PowerPoint presentations, so be sure to choose an area that will hold your interest.
Literature Review Paper	Look for articles that explain the research that has been done on your area of interest. Write a paper which describes the research you found. Be sure to use APA style and to cite sources accurately and properly. You should have at least 15 sources for this paper; the sources must be from peer reviewed journals and should be no older than 5 years.  <b>This is the signature assignment for this course. This assignment must be completed in order to pass the course.</b>
Literature Review PowerPoint	The presentation should have 8-10 slides of content and should take ~10 minutes to present.

Research Proposal	<p>Develop a research proposal. (Be sure to see the rubric) The proposal should be made up of:</p> <ul style="list-style-type: none"> <li>• an introduction that includes a statement of the problem you are investigating</li> <li>• a brief literature review</li> <li>• a description of the methods you would use if you were to implement the proposal (we are <b>NOT</b> actually implementing any real world research for this course)</li> <li>• methods of data collection</li> <li>• And if you plan to use a survey, be sure to include a copy of the survey with the proposal as well as copies of any other materials you will use.</li> <li>• Statistical analysis plan</li> </ul>
Research Proposal PowerPoint	The presentation should have 8-10 slides of content and should take 10 minutes to present.

### Grading Scale

450 - 500 points = A  
 400 - 449 points = B  
 350 - 399 points = C  
 300 - 349 points = D  
 < 300 points = F

90 - 100 = A  
 80 - 89 = B  
 70 - 79 = C  
 60 - 69 = D  
 < 60 = F

### Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact \_\_\_\_\_ in the [Office of Disability Services](#) at \_\_\_\_\_ or \_\_\_\_\_ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

## Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

## Examples of Academic Dishonesty

### Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

### Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

### Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

### Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a shortcut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

## Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

**If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:**

- a) give you an F for the assignment,
- b) give you an F for the course (with approval from MSW Program Director),
- c) refer you to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

## HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

## Class Schedule

### Lesson One

Topics:

- Introduction to methods, research, and evidence-based practice in social work
- Steps in the evidence-based practice process
- Scientific method

Read:

- Royse Chapter 1: Introduction: Where Does Research Start?

Assignments:

- Quiz #1 due by \_\_\_\_\_

### Lesson Two

Topics:

- Steps in the research process
- Developing a question
- Quantitative vs Qualitative Research

Read:

- Royse Chapter 2: The Research Process Unpacked

Assignments:

- Quiz #2 due by \_\_\_\_\_
- Assignment #1 on due by \_\_\_\_\_ on \_\_\_\_\_



### Lesson Three

Topics:

- Literature reviews
- Library Visit
- Ethics

Read:

- Royse Chapter 3: Ethical Thinking and Research

Assignments:

- Quiz #3 due by \_\_\_\_\_
- Assignment #2 on due by \_\_\_\_\_ on \_\_\_\_\_

### Lesson Four

Topics:

- Theory in Research
- Critical thinking
- Conceptualization, operationalization, and measurement

Read:

- Royse Chapter 6: Understanding and Using Research Instruments
- Royse Chapter 7: Developing Data Collection Instruments

Assignments:

- Quiz #4 due by 6:00pm CST on \_\_\_\_\_
- Assignment #3 on due by \_\_\_\_\_ on \_\_\_\_\_

### Lesson Five

Topics:

- Single Subject Designs

Read:

- Royse Chapter 4: Single-System Research Designs

Assignments:

- Quiz #5 due by \_\_\_\_\_ on \_\_\_\_\_
- Assignment #4 on due by \_\_\_\_\_ on \_\_\_\_\_

### Lesson Six

Topics:

- Quantitative Research Designs
- Appraising articles

Read:

- Royse Chapter 5: Research Designs for Group Comparisons

Assignments:

- Quiz #6 due by \_\_\_\_\_ on \_\_\_\_\_
- Assignment #5 on due by \_\_\_\_\_ on \_\_\_\_\_

### Lesson Seven

Topics:

- Qualitative Research Designs

- Appraising articles

Read:

- Royse Chapter 11: Qualitative Research

Assignments:

- Quiz #7 due by \_\_\_\_\_ on \_\_\_\_\_
- Assignment #6 on due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Eight

Topics:

- Sampling

Read:

- Royse Chapter 8: Sampling

Assignments:

- Quiz #8 due by 6:00pm CST on Tuesday, October 10<sup>th</sup>
- Assignment #7 on due by \_\_\_\_\_ on \_\_\_\_\_
- Midterm Exams due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Nine

Topics:

- Survey Research

Read:

- Royse Chapter 9: Survey Research Methods

Assignments:

- Quiz #9 due by \_\_\_\_\_ on \_\_\_\_\_
- Assignment #8 on due by \_\_\_\_\_ on \_\_\_\_\_
- Final Literature Reviews due \_\_\_\_\_

## Lesson Ten

Topics:

- Unobtrusive data collection methods

Read:

- Royse Chapter 10: Unobtrusive Approaches to Data Collection

Assignments:

- Assignment #9 on due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Eleven

Topics:

- Literature review presentations

Read:

- TBA

Assignments:

- Presentations due by \_\_\_\_\_ on \_\_\_\_\_
- Peer reviews due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Twelve

Topics:

- Program evaluation

Read:

- Royse Chapter 12: Program Evaluation

Assignments:

- Quiz #10 due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Thirteen

Topics:

- Quantitative data analysis

Read:

- Royse Chapter 13: Data Analysis

Assignments:

- Quiz #11 due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Fourteen

Topics:

- Qualitative Data analysis

Read:

- Review content analysis on pages 324-332
- Review qualitative analysis on pages 353-357

Assignments:

- Assignment #10 on due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Fifteen

Topics:

- Professional Writing

Read:

- Royse Chapter 14: Professional Writing

Assignments:

- Final Research Proposals due \_\_\_\_\_
- Assignment #11 on due by \_\_\_\_\_ on \_\_\_\_\_

## Lesson Sixteen

Topics:

- Research proposal presentations
- Final

Read:

- Royse Chapters 1-14

Assignments:

- Presentations due by \_\_\_\_\_ on \_\_\_\_\_
- Peer reviews due by \_\_\_\_\_ on \_\_\_\_\_
- Final Exam due by \_\_\_\_\_ on \_\_\_\_\_

## Outcomes Assessment

### BU Educational Outcome #1

Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.

#### CSWE Competency 4

Engage in practice-informed research and research-informed practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
SLO 2: Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> <li>• Literature Review Assignment</li> <li>*Signature Assignment*</li> <li>• Assignments #1, 3, 4, 5, 6, 7, 8, 9, &amp; 10</li> <li>• Quizzes #1, 2, 4, 5, 6, 7, 8, 9, 11</li> <li>• Midterm Exam</li> <li>Final Exam</li> </ul>	Advanced

#### CSWE Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
SLO 3: Evaluate Practice with Individuals, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Literature Review Assignment</li> <li>*Signature Assignment*</li> <li>• Assignments #10</li> <li>• Quizzes #10, &amp; 11</li> <li>Final Exam</li> </ul>	Advanced

## BU Educational Outcome #4

Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

### CSWE Competency 1

Engage in ethical and professional behavior.

Student Learning Outcome	Methods of Assessment	Level of Assessment
SLO 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>• Research Proposal Assignment</li> <li>• Assignments #2, 11</li> <li>• Quiz #3</li> </ul> Peer Reviews	Advanced

## Bibliography

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## SW 405 - Literature Review Grading Rubric

SW 405 - Literature Review	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Score
<b>Introduction (Comp. 4 K &amp; Comp. 9 K)</b>	16	<ul style="list-style-type: none"> <li>• The purpose of the paper is clearly identified.</li> <li>• The problem of interest is clearly identified.</li> <li>• The prevalence of the problem, the causes of the problem, and the consequences of the problem going unresolved are described.</li> <li>• All key terms are identified and described.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the paper is clearly identified.</li> <li>• The problem of interest is clearly identified.</li> <li>• The prevalence of the problem, the causes of the problem, and the consequences of the problem going unresolved are identified.</li> <li>• Most key terms are identified and described.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the paper is vaguely identified.</li> <li>• The problem of interest is vaguely identified.</li> <li>• The prevalence of the problem or the causes of the problem or the consequences of the problem going unresolved are identified.</li> <li>• A few key terms are identified and described.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the paper is identified.</li> <li>• The problem of interest is identified.</li> </ul>	
<b>Search Strategy (Comp. 4 S)</b>	16	<ul style="list-style-type: none"> <li>• At least four databases are used for the search and identified. One of which is public.</li> <li>• All search terms are identified</li> <li>• The number of hits for each database are identified</li> <li>• Years searched are identified</li> <li>• Any other relevant search criteria are included</li> </ul>	<ul style="list-style-type: none"> <li>• At least four databases are used for the search and identified. One of which is public.</li> <li>• Most search terms are identified</li> <li>• The number of hits for most databases are identified</li> <li>• Years searched are identified</li> <li>• Any other relevant search criteria are included</li> </ul>	<ul style="list-style-type: none"> <li>• At least three databases are used for the search and identified.</li> <li>• Most search terms are identified</li> <li>• The number of hits for some databases are identified</li> <li>• Years searched are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Databases are used for the search and identified.</li> <li>• Some search terms are identified.</li> </ul>	



<b>Literature Review (Comp. 4 CAP)</b>	25	<ul style="list-style-type: none"> <li>• The review of the literature is clear, concise, and comprehensive.</li> <li>• The review includes the description of previous studies and their findings in relation to the problem of interest.</li> <li>• The review takes into consideration and discusses the articles' internal validity, external validity, and measurement validity</li> <li>• The review includes 15-20 references from journal articles</li> </ul>	<ul style="list-style-type: none"> <li>• The review of the literature is mostly clear, concise, and comprehensive.</li> <li>• The review includes the discussion of previous studies and their findings in relation to the problem of interest.</li> <li>• The review takes into consideration and discusses the articles' internal and external validity</li> <li>• The review includes 15-20 references from journal articles</li> </ul>	<ul style="list-style-type: none"> <li>• The review includes minimal discussion of previous studies and their findings in relation to the problem of interest.</li> <li>• The review includes 8-11 references from journal articles</li> </ul>	<ul style="list-style-type: none"> <li>• The review includes minimal discussion of previous studies.</li> </ul>	
<b>Discussion (Comp. 9 V)</b>	16	<ul style="list-style-type: none"> <li>• Best practice/intervention is discussed and stems from the literature evidence</li> <li>• A synthesis of the literature results evidence is provided</li> <li>• Implications for practice are described. Implications are connected to the literature.</li> <li>• Recommendations for future studies are described.</li> </ul>	<ul style="list-style-type: none"> <li>• Best practice/intervention is identified and stems from the literature evidence</li> <li>• A synthesis of the literature results evidence is provided</li> <li>• Implications for practice are described.</li> <li>• Recommendations for future studies are described.</li> </ul>	<ul style="list-style-type: none"> <li>• Few implications for practice are identified.</li> <li>• Few recommendations for future studies are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal implications for practice are identified.</li> </ul>	
<b>Conclusion (Comp. 9 CAP)</b>	9	<ul style="list-style-type: none"> <li>• The conclusion is a clear and concise synopsis of the introduction, search strategy, literature review, and discussion.</li> <li>• The main point is emphasized in a final concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• The conclusion is a clear and concise breakdown of the introduction, search strategy, literature review, and discussion.</li> <li>• The main point is emphasized in a final statement.</li> </ul>	<ul style="list-style-type: none"> <li>• The conclusion paraphrases the introduction, search strategy, literature review, and discussion.</li> <li>• The main point is identified in a final statement.</li> </ul>	<ul style="list-style-type: none"> <li>• The main point is identified in a final statement.</li> </ul>	

<b>APA Style</b>	9	<ul style="list-style-type: none"> <li>• All aspects of APA 6th edition included.</li> </ul>	<ul style="list-style-type: none"> <li>• Most aspects of APA 6th edition formatting included.</li> </ul>	<ul style="list-style-type: none"> <li>• Fair attempt at some type formatting is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• No to minimal formatting of some type.</li> </ul>	
<b>Grammar and Structure</b>	9	<ul style="list-style-type: none"> <li>• The paper is completely free of grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper is mostly free of grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Some grammatical errors.</li> <li>• Errors affect readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Many grammatical errors are evident.</li> <li>• The paper lacks any structure.</li> </ul>	
				Overall Grade =		/ 60

## SW 405 - Research Proposal Grading Rubric

SW 405 - Research Proposal	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Score
<b>Introduction (Comp. 1 V)</b>	10	<ul style="list-style-type: none"> <li>The purpose of the paper is clearly identified.</li> <li>The problem of interest is clearly identified.</li> <li>The prevalence of the problem, the causes of the problem, and the consequences of the problem going unresolved are described.</li> <li>All key terms are identified and described.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the paper is clearly identified.</li> <li>The problem of interest is clearly identified.</li> <li>The prevalence of the problem, the causes of the problem, and the consequences of the problem going unresolved are identified.</li> <li>Most key terms are identified and described.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the paper is vaguely identified.</li> <li>The problem of interest is vaguely identified.</li> <li>The prevalence of the problem or the causes of the problem or the consequences of the problem going unresolved are identified.</li> <li>A few key terms are identified and described.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the paper is identified.</li> <li>The problem of interest is identified.</li> </ul>	
<b>Literature Review (Comp. 1 K)</b>	10	<ul style="list-style-type: none"> <li>The review of the literature is clear, concise, and comprehensive.</li> <li>The review includes the description of previous studies and their findings in relation to the problem of interest.</li> <li>The review takes into consideration and discusses the articles' internal validity, external validity, and measurement validity</li> <li>The review includes 15-20 references from journal articles</li> </ul>	<ul style="list-style-type: none"> <li>The review of the literature is mostly clear, concise, and comprehensive.</li> <li>The review includes the discussion of previous studies and their findings in relation to the problem of interest.</li> <li>The review takes into consideration and discusses the articles' internal and external validity</li> <li>The review includes 15-20 references from journal articles</li> </ul>	<ul style="list-style-type: none"> <li>The review includes minimal discussion of previous studies and their findings in relation to the problem of interest.</li> <li>The literature review concludes with the study's hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>The review includes minimal discussion of previous studies.</li> </ul>	

<b>Methods (Comp. 1 S)</b>	30	<ul style="list-style-type: none"> <li>• The methods section clearly identifies and describes the research design utilized and how it will affect the study's internal validity.</li> <li>• Clearly identifies and describes the measures used to quantify all independent and dependent variables including measurement reliability and validity</li> <li>• Instruments are included in appendix</li> <li>• The methods section includes a detailed description of the study's proposed sampling procedure and how it will affect the study's external validity.</li> </ul>	<ul style="list-style-type: none"> <li>• The methods section identifies and describes the research design utilized and how it will affect the study's internal validity.</li> <li>• Identifies and describes the measures used to quantify most independent and dependent variables including measurement reliability and validity</li> <li>• Instruments are included in appendix</li> <li>• The methods section includes a brief description of the study's proposed sampling procedure and how it will affect the study's external validity.</li> </ul>	<ul style="list-style-type: none"> <li>• The methods section identifies the research design utilized.</li> <li>• Identifies the measures used to quantify some independent and dependent variables</li> <li>• The methods section includes a brief description of the study's proposed sampling procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• The methods section identifies the research design utilized.</li> </ul>	
<b>Results</b>	10	<ul style="list-style-type: none"> <li>• Results include identification of and rationale for statistical analyses to be conducted for each hypothesis.</li> <li>• Chosen statistical analyses conducted are appropriate given the variables being investigated.</li> </ul>	<ul style="list-style-type: none"> <li>• Results include identification of and rationale for statistical analyses to be conducted for most hypotheses.</li> <li>• Chosen statistical analyses conducted are appropriate given the variables being investigated.</li> </ul>	<ul style="list-style-type: none"> <li>• Results include identification of statistical analyses to be conducted for some hypotheses.</li> <li>• Chosen statistical analyses conducted are somewhat appropriate given the variables being investigated.</li> </ul>	<ul style="list-style-type: none"> <li>• Results include identification of statistical analyses to be conducted for some hypotheses.</li> </ul>	

<b>Discussion</b>	10	<ul style="list-style-type: none"> <li>• Best practice/intervention is discussed and stems from the literature evidence</li> <li>• A synthesis of the literature results evidence is provided</li> <li>• Implications for practice are described. Implications are connected to the literature.</li> <li>• Recommendations for future studies are described.</li> </ul>	<ul style="list-style-type: none"> <li>• Best practice/intervention is identified and stems from the literature evidence</li> <li>• A synthesis of the literature results evidence is provided</li> <li>• Implications for practice are described.</li> <li>• Recommendations for future studies are described.</li> </ul>	<ul style="list-style-type: none"> <li>• The discussion section includes a restatement of some hypotheses.</li> <li>• Few implications for practice are identified.</li> <li>• Few recommendations for future studies are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal implications for practice are identified.</li> </ul>	
<b>Conclusion</b>	10	<ul style="list-style-type: none"> <li>• The conclusion is a clear and concise synopsis of the introduction, search strategy, literature review, and discussion.</li> <li>• The main point is emphasized in a final concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• The conclusion is a clear and concise breakdown of the introduction, search strategy, literature review, and discussion.</li> <li>• The main point is emphasized in a final statement.</li> </ul>	<ul style="list-style-type: none"> <li>• The conclusion paraphrases the introduction, literature review, methodology, results, and discussion.</li> <li>• The main point of the study is identified in a final statement.</li> </ul>	<ul style="list-style-type: none"> <li>• The main point is identified in a final statement.</li> </ul>	
<b>APA Style</b>	10	<ul style="list-style-type: none"> <li>• All aspects of APA 6th edition included.</li> </ul>	<ul style="list-style-type: none"> <li>• Most aspects of APA 6th edition formatting included.</li> </ul>	<ul style="list-style-type: none"> <li>• Fair attempt at some type formatting is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• No to minimal formatting of some type.</li> </ul>	
<b>Grammar and Structure</b>	10	<ul style="list-style-type: none"> <li>• The paper is completely free of grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper is mostly free of grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Some grammatical errors.</li> <li>• Errors affect readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Many grammatical errors are evident.</li> <li>• The paper lacks any structure.</li> </ul>	

Overall Grade = \_\_\_\_\_ / 50