

**San José State University**  
**School of Social Work**  
**ScWk 298, Special Project, Class # 25326 Section 6 Spring 2012**

<b>Instructor:</b>	Edward Cohen, Ph.D.
<b>Office Location:</b>	WSQ 217D
<b>Telephone:</b>	408-924-5824
<b>Email:</b>	Edward.cohen@sjsu.edu
<b>Office Hours:</b>	Tuesday, 1:30-3pm
<b>Class Days/Time:</b>	Tuesday 3 – 4:15pm
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	ScWk 242 and Writing Competency, Fall semester ScWk 298

***Faculty Web Page and MYSJSU Messaging***

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my [faculty web page](#) at <http://www.sjsu.edu/people/edward.cohen/courses/298/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. **Please be sure your email address in MySJSU is current to receive group announcements from the Instructor.**

**Catalog Description**

Planning and implementation of research emphasizing culturally appropriate measures and design strategies. Students produce a professionally written project demonstrating an understanding of the knowledge base underlying appropriate social work interventions. (Prerequisite: ScWk 242, Fall semester ScWk 298, Credit/No Credit, 3 Units).

***Course Description***

This required Advanced Year course emphasizes the application of research, theory, policy and practice within the context of an original applied research project. Course content focuses on systematic examination of social work issues and evaluation of professional social work practice within the Transcultural Perspective. In this second semester of this year-long course, students implement previously developed plans (from Fall semester ScWk 298) for a Master's Special Project related to their concentration year field practicum settings. The product of this Special Project is a written document that serves as the "capstone experience" for the MSW curriculum. The Special Project must demonstrate an integrated understanding of each sequence (human behavior in the social environment, policy, practice, research, and field education) in the context and within the knowledge base underlying the research topic, as well as the student's ability to design, carry out, and write a major research report. Students must also discuss implications in the context of a Transcultural Perspective.

## ***Course Student Learning Objectives***

The Program Objectives covered by this course, which are also linked to the course's student learning objectives, are as follows:

- PO 3. Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment in order to synthesize information, communicate professional judgments and practice effectively in the context of specific fields of practice.
- PO 6. Apply research skills to the evaluation of practice and the use of research to inform practice.
- PO 7. Integrates knowledge and theory of human behavior and the social environment from diverse perspectives to advanced social work in the context of a specific field of practice.
- PO10. Consistently employ reliable and valid methods for monitoring and evaluating practice and/or policy interventions and use the results to improve practice and policy.

Upon completion of ScWk 298 the student should accomplish the following student learning objectives:

1. Student demonstrates proficiency in the ability to routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions (SLO 3a).
2. Student evaluates assessment and intervention options based on evidence-based findings, practice wisdom and understanding of client strengths and needs (SLO 3b).
3. Student demonstrates skillful written and oral communication that is clear, focused and relevant to practice context (SLO 3c).
4. Student demonstrates proficiency in integrating practice wisdom into research and evaluation activities (SLO 6a).
5. Student demonstrates proficiency in applying research skills to evaluate practice effectiveness and use findings to improve practice and/or policy (SLO 6b).
6. Student demonstrates proficiency in critically analyzing research evidence in order to identify benefits and limitations of findings for use within particular practice contexts (SLO 6c).
7. Student demonstrates the ability to critically evaluate and apply information about human behavior and the social environment from diverse perspectives (SLO 7b).

8. Student demonstrates proficiency in systemically monitoring, analyzing and evaluating interventions and applying a knowledge- for-action approach to determine future action (SLO 10da).

### ***Required Texts/Readings***

The following textbooks are required:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781557987914. Available at Spartan Bookstore.

Pyrzczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Los Angeles: Pyrczak Publishing. ISBN 1-884585-97-3. Available at Spartan Bookstore.

### **Recommended Sources:**

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage.

Kirkpatrick, L. A., & Feeney, B. C. (2007). *A simple guide to SPSS for Windows for versions 14.0*. Belmont, CA: Wadsworth/Thomson Learning.

Rubin, A., Babbie, E., & Lee, P.A. (2008). *Research methods for social work: Custom edition prepared exclusively for San Jose State University*. Belmont, CA: Wadsworth/Thomson Learning.

School of Social Work Research Sequence. (2010). *ScWk 240 course reader*. Available through the School of Social Work.

IBM/SPSS for Windows, full version. This will be discussed more in class, including availability of software at a discounted price through the university help desk in Clark Hall.

Weinbach, R. W., & Grinnell, R. M. Jr. (2006 or most recent edition). *Statistics for social workers* (7th ed.). Boston: Allyn and Bacon.

### ***Library Liaison***

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, [Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu) or 408-808-2318.

## ***Classroom Protocol***

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students may use laptops in class but only for classroom related work.

## ***Dropping and Adding***

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

## ***Assignments and Grading Policy***

The course grade of Credit/No Credit will be based on the following:

<b>Assignment</b>	<b>Points</b>	<b>Course Student Learning Objective/Competency (SLO)</b>
Assignment 1: Work Plan	10%	SLO: 3a, 3c
Assignment 2: Complete first draft of project	55%	SLO: 6a, 7b
Assignment 3: Final project	25%	SLO: 3b, 6b, 6c, 10da
Class Participation	10%	SLO: 3c

**In order to receive “Credit” for this course, all assignments must be completed and your total class score must be 83.0% or higher.**

### **Late Assignments**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 24 hours prior to the time the assignment is due. Submission of late assignments might delay your graduation date.

### **Assignment 1: Work Plan Outline**

Submit a 1-page, typed timeline that lists all research and writing activities to be completed during the semester. Due 2/14/12.

## **Assignment 2: Complete First Draft of Project**

Submit a complete first draft of the ScWk 298 Special Project. It is essential that students carefully edit, proofread, and format their drafts prior to submission. Special attention should be given to proper citation of references, grammar, and writing style. A copy (not original) of the signed Field Agency Approval Form and all other human subjects approval letters need to be attached as an appendix to your first draft. The format for title page, headings, subheadings, etc. given in the example should be used. Due 4/10/12.

*Please refer to the attached ScWk 298 guidelines for instructions.*

## **Assignment 3: Final Draft of Project**

Submit an electronic copy by email of the ScWk 298 Special Project report. The electronic copy must be in Microsoft Word and formatted for a PC. ***Submit the paper as one entire document – do not separate the sections into multiple documents.*** The signed Field Agency Approval Form, all human subjects approval letters, and all study instruments need to be included as ***separate appendices***—these can be submitted by hard copy if you are not able to scan and send by email. You are not responsible for scanning these materials for the electronic copy unless you have the capability to do so. Due 5/8/12.

*Please refer to the attached ScWk 298 guidelines for instructions.*

### **Class Participation:**

Class participation will be assessed according to engagement in class discussions and involvement in group exercises.

### **APA Format and Writing Requirements:**

ScWk 298 papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: (1) margins should be 1.00 inches left and 1.00 inches top, right, and bottom; (2) pages must be consecutively numbered within either the top right or bottom center margins starting with the abstract; and (3) the use of running heads is optional. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

## ***University Policies***

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](#), located at

<http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### ***School of Social Work Policies***

#### **School of Social Work Writing Policy**

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

**A unique error is an error that will be counted 1 time.** For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

### ***University Resources***

#### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD,

and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## **ScWk 298, Special Project, Spring 2012, Course Schedule**

This schedule is subject to change with fair notice. I will announce any changes in class.

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/31/12	Discuss course goals and objectives <ul style="list-style-type: none"> <li>• Discuss course structure, assignments, and grading</li> <li>• Discuss procedures for submitting paper and electronic copies of ScWk 298 report</li> <li>• Review ScWk 240 and 242 material regarding data collection and management</li> <li>• Project updates</li> </ul>
2	2/7/12	<u>Qualitative Data Management and Analysis</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>Review ScWk 240 and 242 material on qualitative data collection, management, and analysis</li> </ul>
3	2/14/12	<u>Data Entry and Analysis</u> <ul style="list-style-type: none"> <li>Review ScWk 240 and 242 material regarding SPSS, data entry, and analysis</li> </ul> <b>Assignment #1: Work Plan Outline due</b>
4	2/21/12	<u>Analysis Overview</u> <ul style="list-style-type: none"> <li>Review ScWk 240 and 242 material regarding SPSS, data entry, and analysis (Focus on Univariates)</li> </ul>
5	2/28/12	<u>Analysis Overview (Continued)</u> <ul style="list-style-type: none"> <li>Review ScWk 240 and 242 material regarding SPSS, data entry, and analysis (Focus on Bivariates)</li> </ul>
6	3/6/12	<u>Analysis Overview (Continued)</u> <ul style="list-style-type: none"> <li>Review ScWk 240 and 242 material regarding SPSS, data entry, and analysis (Focus on Multivariates)</li> </ul>
7	3/13/12	<u>Results Section</u> <ul style="list-style-type: none"> <li>Developing and writing a results section for qualitative and quantitative research</li> </ul> <u>Readings:</u> Pyrczak & Bruce, Chap. 9, "Writing Analysis and Results Sections" Chap. 12, "A Closer Look at Writing Reports of Qualitative Research"
8	3/20/12	<u>Discussion and Implications Sections</u> <ul style="list-style-type: none"> <li>Developing and writing the discussion and implications sections</li> </ul> <u>Readings:</u> Pyrczak & Bruce, Chap. 10, "Writing Discussion Sections"
9	3/27/12	Spring Break!
10	4/3/12	<u>Abstract, Appendixes, and Final Formatting</u> <ul style="list-style-type: none"> <li>Writing abstracts, preparing appendixes, and final formatting for ScWk 298 report</li> </ul> <u>Readings:</u> Pyrczak & Bruce, Chap. 11, "Writing Abstracts"
11	4/10/12	<u>Final Instructions</u> <b>Assignment #2: Complete First Draft due</b>
12	4/17/12	<u>On-Going Project Supervision and Individual Consultation</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Meet with instructor to review and discuss all aspects of the ScWk 298 project</li> <li>• Class meetings as needed</li> </ul>
13	4/24/12	<u>On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> <li>• Meet with instructor to review and discuss all aspects of the ScWk 298 project</li> <li>• Class meetings as needed</li> </ul>
14	5/1/12	<u>On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> <li>• Meet with instructor to review and discuss all aspects of the ScWk 298 project</li> <li>• Class meetings as needed</li> </ul>
15	5/8/12	<u>On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> <li>• Meet with instructor to review and discuss all aspects of the ScWk 298 project</li> <li>• Class meetings as needed</li> </ul>
16	5/15/12	<u>Final Class Meeting (Celebration!)</u> <ul style="list-style-type: none"> <li>• The role of research in your social work career</li> </ul>

## RESEARCH SEQUENCE BIBLIOGRAPHY

Bloom, M., Fischer, J., & Orme, J. G. (2006). *Evaluating practice: Guidelines for the accountable professional* (5th ed.). Boston, MA: Allyn & Bacon.

Bye, L., & Alvarez, M. (2007). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Cox, D., & Pawar, M. (2006). *International social work: Issues, strategies, and programs*. Thousand Oaks, CA: Sage Publications.

Fong, R., & Furuto, S. (2001). *Culturally competent practice*. Boston, MA: Allyn & Bacon.

Frame, M. W. (2003). *Integrating religion and spirituality into counseling: A comprehensive approach*. Belmont, CA: Thomson Brooks/Cole.

Gibbs, J.T., & Huang, L.N. (2003). *Children of color: Psychological interventions with culturally diverse youth* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.

Glickens, M. D., & Sechrest, D. K. (2003). *The role of the helping professions in treating the victims and perpetrators of violence*. Boston, MA: Allyn & Bacon.

- Johnson, J. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Thomson Brooks/Cole.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford Press.
- McInnis-Dittrich, K. (2005). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston, MA: Pearson Education, Inc.
- Moniz, C. & Gorin, S. (2007). *Health and mental health care policy: A biopsychosocial perspective* (2nd ed.). Boston, MA: Allyn & Bacon.
- Morgan, D. L. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage Press.
- Neukrug, E. S., & Fawcett, R. C. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Thomson Brooks/Cole.
- Polansky, N. A. (1986). There is nothing so practical as a good theory. *Child Welfare*, 65(1), 3-15.
- Rothman, J. (2003). *Social work practice across disability*. Boston, MA: Allyn & Bacon.
- Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction* (4th ed.). Belmont, CA: Wadsworth Publishing.
- van Wormer, K., Wells, J., & Boes, M. (2000). *Social work with lesbians, gays and bisexuals: A strengths perspective*. Boston, MA: Allyn & Bacon.
- Winton, M. A., & Mara, B. A. (2001). *Child abuse and neglect: Multidisciplinary approaches*. Boston, MA: Allyn & Bacon.

**ScWk 298 Special Project Paper Sections and Guidelines**  
**SJSU School of Social Work**  
**2011-2012**

Title Page

*Please see page 21 for a sample ScWk 298 report title page.*

Abstract (separate page, maximum 250 words)

The abstract provides a general overview of the study and its main findings. More specifically, it should contain a brief description of the study's purpose, the methodology utilized, a statement about the main findings as they relate to the research questions and/or hypotheses, and the implications of your findings to the profession.

The abstract length should not exceed 250 words and is typed single spaced **on a separate page.**

Introduction (3-4 pages)

The introduction has two important objectives: it provides a context for the study and it presents the research questions and/or hypotheses. This section needs to incorporate up-to-date literature (e.g., current demographic statistics and trends, new and innovative studies) to articulate clearly the problem that you wish to investigate in addition to providing a rationale for the methodology used. The essential questions that should be answered by this section are: (a) what is the practical and theoretical importance of this study?; and (b) how will the findings of this study contribute to knowledge both in social work and other disciplines?

Literature Review (4-5 pages)

The literature review provides an integrated and synthetic summary of the literature that pertains to your problem area, with a particular focus on the variables you examined in your study. Themes, findings or chronology may be used to organize this section. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge to illustrate and support your research goals. It is strongly recommended that you review the formats of various literature reviews found in your ScWk 240 reader and examine articles in scholarly journals such as *Social Work Research, Health & Social Work, Social Work, Social Services Review, and Child Welfare* to assist in the development of this section.

A theoretical framework section is also needed to explain, organize and predict the findings of your study. You need to present in a brief fashion the theory or conceptual model (e.g., ecological systems theory, stages of racial identity development) that informed your study design and method of analysis. It is strongly recommended that you

select only one theory/conceptual framework for your study, but more than one is acceptable. Sometimes the study's research questions and/or hypotheses are presented at the end of the literature review instead of in the introduction. 14

## Methodology (5-6 pages)

### *Study Design*

Describe the research approach(es) you used: quantitative and/or qualitative along with the exact design within that approach. For example, for a quantitative project, state specifically that this was a quantitative project utilizing cross-sectional survey research, a type of group design, a type of single-subject design, etc. Projects using qualitative approaches also need to clarify the format, whether it be grounded theory, ethnography, etc. If you used a triangulated approach, describe each approach in a clear and direct manner.

### *Sampling Method and Size*

Describe your sampling method (e.g., random sampling, convenience sampling, purposive sampling, cluster sampling, theoretical sampling, etc.), sampling frame, and sample size. Briefly explain why this is the best sampling approach given your study. If you sampled hard-to-reach individuals, describe how you accessed them. If you did a phone survey or a mailed questionnaire, report the response rate based on the number of phone numbers called/surveys mailed and the total number of responses. For all projects, even qualitative ones, provide a demographic profile of the study sample.

### *Variables and Measures*

Identify and operationally define the key variable(s) and/or concepts.

*Qualitative.* Identify themes or concepts that guided your inquiry. What questions did you use to collect data (e.g., closed-ended, open-ended, semi-structured or a combination)? What were the major areas of questioning that you covered in the interview? If you did an observation-based study, describe how you conducted your observations and documented your field notes. If possible, provide a copy of the protocols or other instruments used in collecting the qualitative data in the appendix.

*Quantitative.* Identify all variables relevant to your study. Identify and describe the measures and instruments used to collect data on these variables, including the name and appropriate citation if published. Say if the measures were self-administered or administered by the researcher. Provide a brief description of each measure including the number of items, how scores were summarized, and a few key items that illustrate the scale if you are unable to duplicate the measure due to copyright restrictions. If possible, provide a copy of the instrument in the appendix.

Describe any translation that was done to your measure(s), e.g., one-way translation, double translation, decentering. Again, refer the reader to the appendix for a copy of all

the study materials, data collection forms, and interview guides. Please note that some published measures cannot be duplicated and placed in the appendix due to copyright restrictions. In that case, simply refer the reader to the written correspondence that you had with the author or distributor of the measure. 15

### *Reliability and Validity*

*Quantitative.* Describe the reliability and validity of the quantitative instrument(s) you used as reported in the literature or by the author of the published measures. For example, state the test-retest reliability, alpha reliability, face validity, etc. If you are using a new or self-created instrument, describe how you established reliability and validity (e.g., pilot testing).

*Qualitative.* If you used qualitative measures, discuss them and the extent to which your ethnic background, gender, and/or observer role may have affected your results, such as your ability to elicit and observe "natural behavior" when people are aware that they are being observed. See Kirk and Miller (1986), listed on the recommended reading list of the ScWk 298 syllabus, for a detailed discussion of reliability and validity in qualitative research.

### *Human Subjects*

Describe how the confidentiality or anonymity of the study participants and data were protected and the type of consent that was obtained (e.g., informed consent, implied consent, and parental consent). Please refer the reader to the appendix for a copy of your SJSU HS-IRB approval letter, agency support letter, and any other approval letters you obtained. Your 298 project will not be approved without a copy of the human subjects' letter and agency approval letter included with your final report.

### *Procedures*

Describe the time frame for your study, details of your method (e.g., curriculum if doing an intervention), the data collection procedures you employed, and any other protocols followed in the implementation process.

### *Analysis of Data*

If you collected quantitative data, discuss what statistical procedures you used to test your research hypotheses. If your data were qualitative, how did you approach analysis and interpretation of the text or ethnographic notes (e.g., content analysis, grounded theory)? Your analysis should relate to your research questions (for qualitative and quantitative studies) and hypotheses (for quantitative studies only).

## Results (4-10 pages)

The result section provides a summary of your quantitative and/or qualitative findings that relate specifically to your research questions/hypotheses. Here are some tips for

writing this section (taken from F. Pyszczak & R. Bruce, *Writing Empirical Research Reports*, 2003, pp. 85-92): (1) organize the result section around the research hypotheses, purposes, or questions stated in the introduction; (2) standard statistical procedures need only be named—you do not have to show formulas; (3) present descriptive statistics first; (4) organize large amounts of data in tables and give each table a number and a descriptive title; (5) statistical symbols should be underlined or italicized; and (6) qualitative findings should be organized and the organization made clear to the reader.

It is important to note that for quantitative studies the result section DOES NOT contain interpretation of any statistical findings. You merely present in a clear, direct and scholarly fashion the findings you obtained from your analysis and state their “statistical” significance. Please be sure to use the proper case for each statistical symbol. For example, *t* (for a *t* test); *f* (for frequency); *F* (for ANOVA);  $\chi^2$  (for Chi square); *p* (for probability). Note that the statistical symbols are in italics, or you should underline anything that needs to be in italics.

Qualitative studies should provide excerpts from interviews or field notes as exemplars of the major themes obtained from analysis of the narrative data. Unlike the result section of a quantitative study, it is expected that the researcher’s interpretations and impressions will accompany these exemplars in order to allow for a more cohesive organizational framework. When presenting illustrative excerpts or anecdotes, it is imperative to use pseudonyms to preserve the confidentiality of the respondents. Since qualitative studies rely heavily on extensive quoting to illustrate findings, it is often assumed that a qualitative result section will be longer than a quantitative one.

#### Discussion (3-5 pages)

The discussion section provides an interpretation of the study’s main findings in the context of the literature and theoretical framework presented earlier. Here are some tips for writing the discussion section (taken from F. Pyszczak & R. Bruce, *Writing Empirical Research Reports*, 2003, pp. 93-100): (1) consider starting the discussion with a summary; (2) in the discussion, refer to the research hypotheses, purposes, or questions stated in your introduction; (3) point out the extent to which results of the current study are consistent with the results in the literature reviewed; (4) present a clear interpretation of the results; and (5) mention important strengths and limitations. It is usually inappropriate to introduce new data or new references in the discussion section.

#### Implications for Social Work (2-3 pages)

This section provides a social work context for the results of your study. In particular, you need to articulate the implications of your research to the profession from a transcultural perspective, i.e., how your findings are related to: cultural knowledge; cultural competence; power, privilege, oppression, and structural contexts; positionality and self-reflexivity; and/or respectful partnership. Also keep in mind your findings in terms of: 1) addressing the needs of ethnic minorities, communities, groups, families, or individuals who are disenfranchised, oppressed and/or marginalized, and 2) advancing the knowledge base by informing social policy, practice and/or social work education.

Since the ScWk 298 project constitutes a capstone experience for your graduate education at San José State University, you must integrate your knowledge from other courses in the social work curriculum (i.e., HBSE, policy, practice, and research), relate it to your study, and make recommendations for future study.

### References

The reference section contains *complete* bibliographic information for each of the citations in your manuscript. Citations should be listed in alphabetical order and written in APA style (5th edition or later). For articles obtained via electronic databases, it is not necessary to include the database information (e.g. Academic Premier) in the reference. Only include references used in the manuscript. A minimum of 15 references is recommended.

### Appendices

Each appendix section contains a distinct document or set of documents, e.g., approval letters from Human Subjects, copies of flyers used for recruitment, scales and measures used in the study (if allowed by the author or distributor), so that the reader can review them if necessary. Please note that you will need to adjust all documents in the appendix sections so that they have a 1.25" left margin. Although it is easy to modify documents that are already on your computer (be sure to recheck the formatting), preprinted documents need to be reduced using a photocopier. Each appendix section is lettered A, B, C, et cetera and must be in the same order as presented in the text.

### **Submission of Final Paper (Spring, 2012 only)**

Submit paper in one file by email or on compact disk, with all formatting completed as instructed. Submit paper using Microsoft Word (any version 1993-2007). Include all attachments in the same file. For attachments that cannot be scanned and appended, submit hard copies to Instructor's box by 5pm of the deadline for the final paper.

Title of Project (Limited to two lines)

by

Author's Name

A Social Work 298 Special Project

Presented to the Faculty of the School of Social Work

San José State University

In Partial Fulfillment

of the Requirements for the Degree of

Master of Social Work

Your ScWk 298 Instructor's Name, and  
your Agency Field Instructor's Name

Month, Year

## **San José State University**

### **SJSU Campus Emergency Procedures**

#### **FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

#### **MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

#### **EVACUATION PROCEDURES**

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY  
DIAL 9 – 1 – 1**

For further information visit the University Police Web site at: <http://www.sjsu>.