

**SAN JOSÉ STATE UNIVERSITY – SCHOOL OF SOCIAL WORK**  
**ScWk 298 Special Study (Applied Research Project)**  
**Section 04 -- Course Code 43916**  
**Fall 2011**

**(NOTE: First class meeting will be 9/6)**

**Instructor:** Emily J. Bruce, Ph.D., LCSW

**Office:** WSQ Room 217M

**Class:** Tuesday, 3pm

**Office Hours:** Mon/Tues; 3pm to 6pm;

**Classroom:** Clark Hall (CL) Room 131

or by appointment

**Phone Number:** My cell will be available on the first day of class

**E-mail:** emily.bruce@sjsu.edu

**Prerequisites:** ScWk 242 and Writing Competency, 3 Units

***Research Sequence Web Page***

Copies of the course assignments and assignment examples can be found on the [Research Sequence Web Page](http://www.sjsu.edu/socialwork/courses/Research/) at <http://www.sjsu.edu/socialwork/courses/Research/> or accessible through the “Courses” page on the School of Social Work website.

***Faculty Web Page and MYSJSU Messaging (Optional)***

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Ed Cohen’s [faculty web page](http://www.sjsu.edu/people/Ed.Cohen@sjsu.edu) at <http://www.sjsu.edu/people/Ed.Cohen@sjsu.edu>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by 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 social work issues and appropriate interventions. (Prerequisite: ScWk 242, Credit/No Credit, 1 Unit).

***Course Description***

This required Advanced Year course emphasizes the application of research, theory, policy and practice concepts and the acquisition of skills for systematic examination of social work issues and evaluation of professional social work practice with the Transcultural Perspective. Students conceptualize and organize a Master’s Special Project, which serves as the “capstone” experience for the Master of Social Work degree.

The fall semester ScWk 298 course focuses on the conceptualization of the Special Project and the development of a written proposal for systematic examination of a social work issue or the evaluation of the student’s own practice related to his/her concentration year field practicum setting. In the spring semester students will implement their projects, analyze their data, and write a final research report.

*Topics to be covered this semester include: an overview of professional writing styles; guidance in the selection of an appropriate research topic; the formulation of research questions and hypotheses; the development of measurement strategies and utilization of quantitative and qualitative research methodologies; and a review of SPSS software applications. Students are*

*expected to demonstrate in their Special Project that they have sufficient mastery of social work professional skills in their assigned agency setting.*

### ***Learning Objectives***

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

- PO 2. Apply social work ethical principles to guide professional practice*
- PO 3. Apply critical thinking to inform and communicate professional judgments*
- PO 4. Engage diversity and difference in practice*
- PO 6. Engage in research informed practice and practice informed research*
- PO 7. Apply knowledge of human behavior and the social environment*
- PO10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

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

1. Student demonstrates the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles (Program Objective 3a)
2. Student demonstrates the capacity to analyze the gathering, assessment and evaluation of information to inform practice model design and use (Program Objective 3b)
3. Student demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base (Program Objective 6a)
4. Student demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels (Program Objective 6b)
5. Student demonstrates a beginning ability to systemically monitor, analyze and evaluate interventions, including the use of evidence to determine future action (Program Objective 10d)
6. Student demonstrates knowledge of ethical decision making methods and the capacity to apply these in research (Program Objective 2c)
7. Demonstrate the ability to critically evaluate the effectiveness of particular research methods within the transcultural perspective, for special populations and populations at risk including, cultural and ethnic minorities, women, gays and lesbians and the disenfranchised and other marginalized groups. (Program Objectives 3b; 5a)
8. Demonstrate effective professional, oral and written communication skills in understanding general process of social work research and application to real social problems. (Program Objective 3c)

### **Required Texts/Readings**

The following textbooks are required:

Class handouts (will be available via e-mail)

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

Pyrczak, 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 further, 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 (Optional)**

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.

## **COURSE REQUIREMENTS**

### **Learning Experiences**

This semester's course covers the essentials of APA Style; preparation of a scholarly report; developing a human subjects protocol; review of qualitative methods and analysis, and quantitative methods and analysis using SPSS. Students are expected to complete all the readings prior to the class session and to contribute to the class discussions. Four written assignments

have been designed to help begin the process of developing the final ScWk 298 research report. Each assignment is indicated below and all four assignments must be completed in order to receive credit for the course. More details regarding each assignment will be distributed.

**Grading and Evaluation**

The course grade of Credit/No Credit will be based on the assignments listed below.

It is essential that students carefully proofread and edit all assignments prior to submission. (See the School of Social Work Writing Policy, below.) Assignments with multiple errors will be returned unread or substantially downgraded.

In order to receive “Credit” for this course, the student must complete all four formal class assignments and have a total score of 83.0% or higher.

**Assignments and Grading Policy**

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Course Student Learning Objective/Competency</b>
#1 Preliminary Research Plan	15	9/27/11	1, 4, 5, 7, 8
#2 Introduction and Literature Review	25	10/11/11	1, 4, 5, 7, 8
#3 – Human Subjects Protocol	25	11/01/11	1, 4, 5, 6, 7, 8
#4 Research Proposal— Introduction, Literature Review, Methodology	25	12/6/11	1, 2, 3, 4, 5, 6, 7, 8
Participation	10		1, 2, 3, 4, 5, 6, 7, 8
<b>Total Points</b>	<b>100</b>		

**Class Participation**

Participation will be assessed according to engagement in issues brought up during individual consultations and when possible during class discussions.

## **Course Assignments**

Assignment #1 – Preliminary Research Plan (due 9/27/11)

*This assignment consists of the research questions and hypotheses, sampling plan, study site, and research design that will be used as the foundation of the ScWk 298 project.*

Assignment #2 – Introduction and Literature Review (due 10/11/11)

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

Assignment #3 – Human Subjects Protocol (due 11/01/11)

*Guidelines for the completion of the human subject protocol will be provided in a class session.*

Assignment #4 – Research Report: Introduction, Literature Review, and Methodology  
(due 12/6/11)

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

## **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.

## **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 when announced), please discuss your situation with me 24 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without making prior arrangements with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements. You will still have a late score – but that score will be much less severe if you make arrangements ahead of time.

## ***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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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.

Due to the increase of scholarly works being plagiarized, San José State University and its faculty are beginning to implement safeguards, one of which is an electronic anti-plagiarism service called *Turnitin.com*. For the protection and education of all students, using an anti-plagiarism service will add your scholarly papers to the academic database so that others cannot plagiarize your hard work. Details will be discussed on the first day of class.

### **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](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Human Subjects Protection Committee and Agency Approval**

All students must obtain written approval from the San José State University Human Subjects Institutional Review Board (SJSU IRB) prior to conducting any recruitment efforts or data collection. This requirement applies both to data gathered through personal interviews and surveys, as well as to data gathered from secondary sources. In order to gain this university approval, students must submit a protocol for review (i.e., a human subjects protocol) to the SJSU IRB through their ScWk 298 professor.

In addition, students are also responsible for completing all requirements for the human subjects committee in your field agency, if one exists, by the end of the fall semester. Agency approval of your research project is necessary for the SJSU IRB to grant full approval for your project. You may, however, submit human subjects protocols concurrently in order to save time. Your ScWk 298 professor will help you prepare your protocol before submitting it to SJSU IRB. You must also obtain written approval in the form of a letter (i.e., the agency letter of support) on the agency's letterhead signed by a person who is designated to grant official approval on behalf of that agency or institution, (e.g., field instructor, unit manager, supervisor, executive director, or school principal). In addition, this agency letter of support and the "*Field Agency's Approval of Research Project Prospectus*" form (see attached) must be completed, signed, and included as part of your human subjects protocol.

Your goal is to submit your completed SJSU IRB protocol and receive university permission to conduct your study prior to the end of the fall semester so you can begin data collection in spring.

**It is very important that you do not submit a human subjects protocol without your ScWk 298 chairperson's signature.**

## *SCHOOL OF SOCIAL WORK POLICIES*

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

#### **ScWk 240/242 and Social Work Professional Writing Competency Policy**

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240 (i.e., Assignment #3). Students who do not pass the written assessment assignment in ScWk 240 may be reassessed in ScWk 242 through the final research proposal. Please refer to the full policy located at the end of the syllabus.

Students must pass the written assessment assignment before being enrolled in ScWk 298.

#### Classroom 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 Section 4, Special Project, Fall, 2011, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes via e-mail.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments
1	8/30/11	<b>NOTE:</b> No class	
2	9/6/11	<p><b>Meeting in Clark Hall, Room 131</b></p> <p>Course overview:</p> <ul style="list-style-type: none"> <li>• Course goals and objectives</li> <li>• Course structure and major topics</li> <li>• Grading</li> <li>• APA style review</li> <li>• Managing assignments, especially the human subjects protocol</li> <li>• Peer-assisted learning (PAL), using classmates and colleagues for support</li> </ul>	
3	9/13/11	<p><u>Research Methods Review</u></p> <ul style="list-style-type: none"> <li>• Quantitative and Qualitative Research</li> <li>• Exploratory, Descriptive, Explanatory Research</li> <li>• Cross-Sectional and Longitudinal Research</li> <li>• Sampling: Probability and Non-Probability</li> <li>• Reliability and Validity; Credibility, Trustworthiness, Verification</li> </ul>	
4	9/20/11	<p><u>Topic formulation</u></p> <ul style="list-style-type: none"> <li>• Choosing an interesting and feasible 298 topic</li> <li>• Strategies for negotiating topic with field agency</li> <li>• Obtaining letter of support from agency (required for IRB)</li> </ul> <p><u>Readings:</u> Review relevant handouts</p>	

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Assignments</b>
5	9/27/11	<p><b>Meeting in Clark Hall, Room 131</b>  <u>Hypotheses and Research Questions</u></p> <ul style="list-style-type: none"> <li>• Role of theory in research and 298 paper</li> <li>• Developing and writing hypotheses and research questions</li> <li>• Beginning your literature review—a review of topic and keyword searches</li> </ul> <p><u>Readings:</u>  Pyrzczak &amp; Bruce, Chaps. 1, 2, 3, 4, and 5 8</p>	<p><b>ASSIGNMENT #1:</b> Preliminary Research Plan due at beginning of class</p>
6	10/4/11	<p>Introductions and Literature Reviews</p> <ul style="list-style-type: none"> <li>• Developing and writing introductions and literature reviews</li> <li>• How to read, assess, and cite references</li> <li>• Proper attribution of references and avoidance of unintended plagiarism</li> </ul> <p><u>Readings:</u>  Pyrzczak &amp; Bruce, Chap. 6</p>	
7	10/11/11	<p><u>Operational Definitions, Variables</u></p> <ul style="list-style-type: none"> <li>• Developing and writing operational definitions</li> <li>• Surveys, instruments</li> <li>• Developing questions</li> </ul> <p><u>Readings:</u>  Pyrzczak &amp; Bruce, Chap. 7  Review 242 class materials</p>	<p><b>ASSIGNMENT #2:</b> Introduction and Literature Review due at beginning of class</p>
8	10/18/11	<p><b>Meeting in Clark Hall, Room 131</b>  <u>Qualitative Themes</u></p> <ul style="list-style-type: none"> <li>• Understanding qualitative themes and concepts</li> <li>• Interview protocols for qualitative research</li> <li>• Tips and techniques for organizing data</li> </ul> <p><u>Readings:</u>  Review 242 class materials</p>	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments
9	10/25/11	<p><b>IRB Orientatio - location TBA; combined class</b></p> <p><u>Human Subjects</u></p> <ul style="list-style-type: none"> <li>• Importance of human subjects protection</li> <li>• SJSU human subjects protocol</li> <li>• Research and professional ethics</li> <li>• Confidentiality versus anonymity</li> <li>• Implied consent versus informed consent</li> <li>• SJSU HS-IRB forms and instructions</li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• SJSU Human Subjects-Institutional Review Board Packet for Investigators</li> </ul> <p>Tour IRB Website:  <a href="http://www.sjsu.edu/gradstudies/irb/">http://www.sjsu.edu/gradstudies/irb/</a></p>	
10	11/01/11	<p><u>Methodology</u></p> <ul style="list-style-type: none"> <li>• Review of qualitative and quantitative methods and research designs</li> <li>• Developing and writing a methodology section</li> <li>• Introduction to Humans Subjects application</li> </ul> <p><u>Readings:</u>  Pyrczak &amp; Bruce, Chaps. 8 and 9  Review 242 class materials</p>	<p><b>ASSIGNMENT #3:</b> Human Subjects Protocol due at beginning of class</p>
11	11/08/11	<p><u>APA, Writing, and Research Tips</u></p> <ul style="list-style-type: none"> <li>• Preparing for the final paper of the first semester of ScWk 298</li> </ul> <p><u>Readings:</u>  Pyrczak &amp; Bruce, Chaps. 12, 13, and 14  Review 242 class materials</p>	
12	11/15/11	<p><b>All Tuesday class will be in a combined meeting</b></p> <p><u>Review of Qualitative Methods and Data Analysis</u></p> <ul style="list-style-type: none"> <li>• Triangulated and mixed methods</li> <li>• Sample size and sample selection</li> <li>• Differentiating Qual and Quan methods throughout report</li> <li>• Narratives</li> <li>• Content Analysis</li> </ul> <p><u>Readings:</u>  Review 242 class materials</p>	

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments
13	11/22/11	<u>Review of Quantitative Methods and Data Analysis</u> <ul style="list-style-type: none"> <li>• How to prepare for your data collection and analysis</li> </ul> <u>Readings:</u> Review 242 class materials	
14	11/29/11	<u>SPSS Review</u> <ul style="list-style-type: none"> <li>• Introduction to SPSS</li> <li>• Special issues related to data management</li> </ul> <u>Readings:</u> Review 242 class materials	
15	12/6/11	<u>SPSS and Data Analysis Review</u> <ul style="list-style-type: none"> <li>• Logic of measurement</li> <li>• Creating a data file</li> <li>• Univariate statistics</li> <li>• Creating charts and tables</li> <li>• Introduction to bivariate analysis Variable and value labels</li> </ul> <u>Readings:</u> Review 242 class materials	<b>ASSIGNMENT #4:</b> Introduction, Literature Review, and Methodology due at the beginning of class

## RESEARCH SEQUENCE BIBLIOGRAPHY

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- Glicklen, 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.
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- 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.

San José State University  
School of Social Work

Field Agency's Approval of Research Project Prospectus

Instructions: This form must be completed by all students participating in University-related research projects, including ScWk 298 projects. The form should be completed and submitted to the student's ScWk 298 instructor or faculty sponsor. All students are expected to advise their agencies of the content of their research projects as well as plans related to their proposed methodology, data collection, and data analysis activities. Completion of this form does not remove the obligations of students to complete other school, university, or agency research review and approval procedures/policies.

If significant changes are made in the project a new form must be completed and submitted. All ScWk 298 students must complete and submit this form prior to commencing their actual research work with data collection or clients; and in any event before the end of their first semester of study.

The field instructor's (F.I.) or other agency representative's signature certifies that the student has discussed and shared their plans with the agency, and that the agency is not in opposition to the project. The ScWk 298 instructor and/or other school officials should be contacted if there are any concerns, questions, or objections.

Student's Name: \_\_\_\_\_ Agency Name: \_\_\_\_\_

F.I.'s Name: \_\_\_\_\_ F.I.'s Telephone # ( ) \_\_\_\_\_ - \_\_\_\_\_

SJSU Instructor's Name: \_\_\_\_\_ Semester(s): \_\_\_\_\_

Proposed Topic: \_\_\_\_\_

Brief Description of Project – Timelines, Sample/Subjects, and Methodology:

Student's Signature: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

F.I./Agency Rep.'s Signature: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

298 Instructor/School Rep.'s Signature: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

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 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. Pyrczak & 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 16 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. Pyrczak & 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>.