SOCW 505: Introduction to Social Welfare Research

**Syllabus: Winter 2017**

**Fridays 9:30-12:20 (3 credits)**

**Room: SWS 038**

Instructor: Erin Harrop, MSW, CPP Office location: SWS Pit

University of Washington School of Social Work Office hours: Fri 12:30-1:30

Box 354900 \*and by appointment

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Class Canvas Page: https://canvas.uw.edu/courses/1102719

**My Dream…**

I hope students leave this class with a solid foundation of sound research practices, including how to form appropriate, meaningful research questions, and how to design studies that could answer them. I want to see students excited to plan and direct their own research projects, actively looking for mentorship where needed (writing tutors, CSSS, research faculty, or PhD students). I hope students both question and respect research methodologies and their implications. I hope to see students who can advocate for research populations, seeking to balance the needs, safety, and comfort of individual research participants with needs of and potential benefits to their larger communities. Ultimately, I want students to leave this class as critical consumers of research who appreciate the robust connections between research and practice. Let’s get there together!

**Course Description**

SOCW505 is the first of a two-quarter sequence on research methods in social work. The goals of the research sequence are to:

1. Prepare students to use research to inform practice, and
2. Provide students with the foundational skills necessary to evaluate their own practice and contribute to the professional knowledge base.

In the first course, students will be introduced to a range of methods for informing evidence-based social work practice. Emphasis is placed on critical appraisal of the literature, development of research questions, measurement, data collection, and strategies and techniques for conducting practice relevant research. Students are expected to consider issues of social justice and diversity in the application of research methods. Students will be responsible for developing a research proposal in this course that can be refined, implemented, and made ready for presentation in the second course.

The second course will focus on completing the research project, data analysis, and presentation of research results. In both courses, students are expected to engage in a critical analysis of the underlying beliefs, approaches, and assumptions of various research methods, particularly as it relates to promoting social justice.

**Relationship to MSW Curriculum and social work Values**

**Multiculturalism, Diversity, and Inclusion:** This course will address how research can be more rigorous and ethical by giving adequate attention to issues of diversity, cultural fit and appropriateness, and inclusion. Content will address strategies for engaging with communities or order to deliberately address issues of power and oppression in the research process.

**Social Justice and Social Change:** Recognizing that research can be (historically, and present day) used as tool for oppression, this course will address how to employ reflection, consultation, and critical consciousness to better develop an ethical compass in research endeavors. This course will also address how research can be used to facilitate social change, and work towards a more just, equitable society.

**Promotion, Prevention, and Treatment:** In the course of social work practice, much of our work intersects with realms of promotion, prevention, and treatment. This course will include readings and content that relate to each of these realms, and address key research considerations in each.

**Evidence-Based Practice and Policies:** When implementing interventions in communities, or creating policy change at the organizational or macro level, it is important to be able to assess for whether or not the interventions are having an impact, and if that impact is, in fact, a positive one. This class will build knowledge around how to assess interventions, and how to critique the evidence-base of established practices and policies.

\*MSW Core competencies listed on final page of syllabus

**Required text book**

There is one required text book for the course, which will be used in SOCW 505 and SOCW 506:

A. Rubin & E. R. Babbie. Research Methods for Social Work. (9th Edition).

\*Additional readings will be available on the course website

**University of Washington Institutional Review Board (IRB) Considerations**

For SOCW 505 and SOCW 506, each student will be completing their own independent research project, which the student designs and carries out. Generally, class assignments for SOCW 505 and SOCW 506 generally do not fall under the review of the University of Washington’s Institutional Review Board (IRB). However, if student research activities include children under 18, vulnerable populations or sensitive topics, IRB approval must be sought. If a student anticipates publishing the research, disseminating it beyond the agency or incorporating it into a thesis, IRB approval must be sought. All research assignments are reviewed by the Instructor and it is the Instructor’s discretion to refer a student to the UW IRB if the research aim falls within the purview of the UW IRB guidelines: <https://www.washington.edu/research/hsd/>.

**Specific Learning Objectives**

The following table specifies my learning objectives for the SOCW505 and 506 series in each of six key dimensions of student learning:

|  |  |  |
| --- | --- | --- |
| **Learning Goal** | **Significant Learning Objectives** | **Assessment** |
| **Foundational****knowledge** | 1. Remember basic principles involved in social work research design, from quantitative, qualitative, and mixed methods approaches.
2. Identify different types of statistical tests, when to use them, and the limits of their utility.
3. Identify different types of research goals, questions, methods, and concepts of “quality,” explored in qualitative and quantitative research.
4. Describe the importance of ethics, community participation, and co-ownership to a social justice perspective in social work research.
 | 1. Research question section of proposal.
2. Annotated bibliography.
3. Sample and Setting section of proposal.
4. Methods section of proposal.
5. Analysis section of proposal
6. Significance section of proposal.
7. Ethics section of proposal.
8. 5-min reflection papers.
 |
| **Application** | 1. Use social justice lens to critique methodology.
2. Choose appropriate methodologies to answer questions about social phenomena.
3. Use foundational knowledge to critique research methodologies of articles in scholarly journals.
4. Apply research principles to social work practice situations, such as program evaluation and choosing EBPs in clinical work.
 | 1. In-class critiques of research articles (discussion format).
2. Methods and analysis sections.
3. Classroom discussion of research applications.
4. Peer review of research proposal sections to practice research critiques.
5. 5-min reflection papers.
 |
| **Integration** | 1. Incorporate ethical reasoning to understanding of informed consent, working with vulnerable populations, and other social justice concerns.
2. Explain what types of research studies could benefit various populations and settings (e.g. practicum, school, clinical settings).
 | 1. Ethics section of proposal.
2. Sample and Setting section of proposal.
3. Completion of online IRB training (CITI course).
4. Planning meeting with instructor in first 6 weeks of class.
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| **Human** **dimension** | 1. Practice self-reflection when doing research, in order to recognize areas of identification, prior knowledge, and possible bias.
2. Develop confidence in self as researcher.
3. Develop a stronger sense of self-efficacy in regard to critiquing research methods, statistics, and social justice implications.
4. Appreciate how research benefits social work, while also acknowledging how research has been (and may be still) used to oppress, colonize, and exploit people.
 | 1. Researcher identity memo.
2. Research proposal presentation.
3. Peer review of proposal sections.
4. 5-minute reflection papers.
 |
| **Caring** | 1. Identify when and how to advocate for research participants’ rights within given communities.
2. Cultivate interest in research, and how it applies to practice (e.g. EBPs, etc.).
3. Be invested in the furthering of research that addresses the needs of communities and furthers the resolution of social injustices and inequalities.
 | 1. Ethics section of proposal.
2. Interest paper.
3. Research question section of proposal.
4. Extra credit opportunity: interview a researcher.
 |
| **Learning how to learn** | 1. Learn how to manage and plan for complex projects with multiple components.
2. Cultivate critical thinking around research.
3. Understand how to access resources and supports for further learning about research (other courses, journals, online resources, research centers).
4. Integrate learning from past life experiences and courses to understanding of research.
 | 1. Final research proposal, incorporating peer and instructor feedback.
2. Planning meeting with instructor.
3. Classroom discussion of research articles.
4. Ethics section of research proposal.
5. 5-minute reflection papers.
6. 1-page letter regarding paper revision process.
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**Instructor’s Responsibilities**

As an instructor, I commit to doing the following in order to enhance student learning:

1. Provide a conceptual framework for the course and clarify connections to this framework throughout the quarter.
2. Explain and clarify key concepts and approaches in research methods.
3. Relate course knowledge to real-world issues.
4. Partner with students to create a classroom environment conducive to meaningful dialogue.
5. Provide frequent, timely, constructive feedback on written assignments.
6. Connect course content to pertinent themes of social change and social justice.
7. Be receptive to student feedback about the course, and my own areas for growth.

**Student’s Responsibilities**

In order to enhance your own learning, and create a mutually beneficial learning environment, I ask each student to do the following:

1. Attend all classes, and arrive on time. If you are unable to attend class, please let me know by email ahead of time.
2. Respectfully turn cell-phones and other devices to “silent mode” during class, and avoid using laptops for non-class related activities.
3. Complete reading assignments and come to class prepared with questions.
4. Complete class assignments (as outlined in the syllabus) in a timely fashion, being careful to answer each of the various prompts of the writing assignment.
5. Engage respectfully with colleagues. We will strive to create a classroom that is supportive, welcoming, and respectful of different viewpoints, while honoring our NASW code of ethics.
6. Contact me if you need clarification about readings, assignments, or expectations.

**Summary of Course assignments and Grading**

This course culminates in a formal Research Proposal, in which each student will propose a research study that will be carried out in SOCW 506. To aid students in the timely completion of this major project, students will turn in weekly assignments which scaffold the final assignment. The scaffolding assignments will be graded credit/no credit, and students will receive peer and instructor feedback to incorporate into their final research proposal. Specific assignment instructions will be distributed prior the assignment being due, and can also be found on the course website.

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| --- | --- | --- | --- |
| **Assignment** | **Points** | **Assessment** | **Due Date** |
| Interest Paper | 2 points | C/NC | 1/6/2017 |
| Planning meeting with instructor\* | 2 points | C/NC | 1st 6 weeks |
| Annotated Bibliography | 4 points | C/NC | 1/13/2017 |
| Research Question Section | 3 points | C/NC | 1/20/2017 |
| Significance Section | 5 points | C/NC | 1/27/2017 |
| Sample and Setting Section | 3 points | C/NC | 2/3/2017 |
| Completion of CITI Human Subjects Training\*\* | 5 points | C/NC | 2/10/2017 |
| Ethics Section | 3 points | C/NC | 2/17/2017 |
| Methods and Analysis Section | 5 points | C/NC | 2/24/2017 |
| Researcher Identity Memo | 10 points  | rubric | 3/3/2017 |
| Final Research Proposal with 1-page Revision Statement | 35 points  | rubric | 3/14/17 at 5pm |
| 5-min In-class Reflection papers | 8 points | C/NC | Weekly in class |
| Peer Review and In-Class Activities | 15 points | C/NC | Weekly in class |
| **Total** | **100 points** |   |   |
|   |   |   |   |
| Extra Credit Opportunity: Interview a researcher, and write a 2-paragraph reflection on the experience.  | 5 points |   | 3/10/2017 |
|  |  |  |  |

**\*Meeting with Instructor:** Each student is required to meet with the instructor for a brief planning meeting at some point within the first six weeks of the quarter. At this meeting, we will discuss your ideas for your research project, and you will have the opportunity to brainstorm and ask questions. Sign-ups for this meeting will occur during the first two weeks of class. It is to your benefit to come prepared with your ideas and questions.

**\*\*Human subjects training (due by February 10, 2017 at 9:30am):** All students will be required to complete the CITI Human Subjects Training, which will familiarize you with various ethical concerns in conducting research. This training is online and can be accessed via the following link: <https://www.citiprogram.org>**.** When you first visit this site, you will be asked to register and provide basic contact information. It is imperative that you USE YOUR UW EMAIL ADDRESS TO REGISTER FOR THE COURSE!You will also be asked to choose courses by answering two questions. Choose a basic versus refresher course, and a social behavioral versus biomedical focus. The course is made up of 8 individual modules. A full course takes several hours to complete, but you don’t have to do it all in one sitting. Most modules take about 15-20 minutes each. I will need official documentation of your training. Please create a pdf of the documentation and upload it to Canvas.

**Grading Criteria:** Key grading criteria include: a) thoroughness and completeness of content, b) clarity and logic of presentation c) evidence of critical thought and self-reflection, and d) writing and editing quality. Specific Rubrics will be handed out for major assignments (Researcher Identity Memo, Research Presentation, and Final Research Proposal Portfolio).

**Late Assignment Policy:** I have scaffolded the assignmentsintentionally to help students make incremental progress toward the final research proposal paper. Please feel free to communicate with me if you anticipate having problems with an upcoming due date. Assignments turned in after the due date without advance arrangements being made with the instructor will receive a 1-point deduction for each day past due. The presentation and final research proposal will not be accepted late. In fairness to students who turn in their assignments on time, I commit to following this policy.

**Incompletes:** “An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control” (University Catalogue).

**MSW Grading Scale**

**Numerical Letter Grade Points**

|  |  |  |
| --- | --- | --- |
| 4.0  | A  | 100-99  |
| 3.9  | A  | 98-97  |
| 3.8  | A-  | 96-95  |
| 3.7  | A-  | 94-93  |
| 3.6  | A-  | 92-91  |
| 3.5  | A-  | 90-89  |
| 3.4  | B+  | 88-87  |
| 3.3  | B+  | 86  |
| 3.2  | B+  | 85  |
| 3.1  | B+  | 84  |
| 3.0  | B  | 83  |
| 2.9  | B  | 82  |
| 2.8  | B-  | 81  |
| **2.7\***  | B-  | 80  |
| 2.6  | B-  | 79  |
| 2.5  | B-  | 78  |
| 2.4  | C+  | 77  |
| 2.3  | C+  | 76  |
| 2.2  | C+  | 75  |
| 2.1  | C+  | 74  |
| 2.0  | C  | 73  |
| 1.9  | C  | 72  |
| 1.8  | C  | 71  |
| 1.7  | C  | 70  |
| 1.6-0.0  | F  | 69  |
|  |

**\*2.7 is the lowest passing grade for a required course.**

**COURSE EVALUATIONs**

This course will be formally evaluated using standard UW forms at the end of the quarter. In addition, I will conduct several brief confidential evaluations throughout the quarter to elicit feedback and shape the remainder for the course. Please contact me (in person/email) if you have any concerns or questions outside of these formal evaluation times. I greatly value your feedback throughout the learning process.

**Student Self-Reflection**

Often, it is difficult to see our own progress, or understand how our learning occurs. In order to cultivate better awareness of your own learning processes, you will be given an opportunity to reflect and journal at the end of each class period. I encourage you to meaningfully engage with the journal prompt to the best of your ability in order to foster greater self-awareness of your learning process. This time can be used to identify areas where you see gaps in your knowledge, or places of confusion that may need clarification in later weeks. Additionally, you may also offer feedback to me as an instructor during this time (other formal course feedback opportunities will also be available). **Please save these brief papers as you will need them for your final portfolio.**

**Confidentiality and Self-Care**

As in any social work class, this course will touch on sensitive topics. Personal or case information (e.g. examples from practicum) may be shared. When sharing, please do so respectfully, and consider how to best maintain anonymity if possible (e.g. avoiding using names). Additionally, I ask that discussions about case materials or individual student experiences be considered confidential, to promote a safer learning environment, and practice professionalism.

Despite the “objective” stance many researchers strive to take, research is not value-free. This class will ask students to think about the social justice implications of research (past and present), and we will necessarily discuss issues of power, privilege, oppression, control, and social change. Some of our class readings or discussions could trigger strong emotions. Please feel free to step out of class for a moment, without explanation, at any point if you need to. I am also available during office hours to discuss any challenging class material. Free support resources are also available through the UW Counseling Center for students who wish to engage in short-term, problem-focused counseling. To schedule an appointment, please call 206-543-1240 or stop by 401 Schmitz Hall. More information at: http://www.washington.edu/counseling/

**Academic and Professional Honesty and Integrity**

The student conduct code of the University of Washington requires students to practice "high standards of academic and professional honesty and integrity." In addition, the School of Social Work's academic standards specify that students may be dismissed for "academic cheating, lying, or plagiarism." Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the Program Director and the Director of Student Services. Instructors will not award credit for work that has been plagiarized. The instructor, Program Director and Director of Student Services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. Your program manual contains a fuller explanation of plagiarism and suggestions for avoiding it.

In thinking about academic honesty, I have found the following examples (information found at: <https://depts.washington.edu/pswrite/plag.html>) helpful in understanding how to avoid plagiarism:

Plagiarism is using another’s words or ideas without proper citation. When students plagiarize, they usually do so in one of the following ways:

**1. Using another writer’s words without proper citation.**

If you use another’s words, you must place quotation marks around the material and include a footnote or other indication of the source of the quotation.

**2. Using another writer’s ideas without proper citation.**

When you use another author’s ideas, you must indicate with a citation or footnote where this information can be found. I need to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

**3. Citing your source but failing to use quotation marks for exact quotes.**

This makes it appear that you have paraphrased rather than borrowed the author’s exact words.

**4. Borrowing the structure of another author’s phrases or sentences without crediting the author from whom it came.**

This kind of plagiarism often occurs because it is easier to replicate another writer’s style than to think about what you have read and put it in your own words. Best to do the work of re-writing!

**5. Borrowing all or part of another student’s paper or using someone else’s outline to write your own paper.**

**6. Using a paper writing “service” or having a friend write the paper for you.**

**Religious Accommodations**

Students who expect to miss class or assignments for religious observance will be provided with a reasonable alternative opportunity to complete their responsibilities. Absence from classes for religious reasons does not relieve students from responsibility for the course work required during the absence. It is the responsibility of the student to provide the instructor with advance notice of the dates of religious holidays on which they will be absent. Students shall be offered an opportunity to make up the work, without penalty, within a reasonable time, as long as the student made prior arrangements. Pre-arranged absences for religious observances will not be counted against class participation.

**SERVICES FOR STUDENTS WITH DISABILITIES**

At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924/V, 206-543-8925/TTY. If you have a letter from the office of Disability Resources for Students indicating academic accommodations, please present the letter to me so we can discuss what you might need for this class.

**course outline: 505D**

\*\*\*Please note: This syllabus is a working document

Week 1: Intro to Research Methods Jan 6, 2017

Topics: What is research? How do you do good research?

 Course framework: Research as a tool for social justice

Activities: Syllabus, Classroom Norms, Mind Maps, John Oliver Segment, 5-min reflection Paper

Readings: Rubin & Babbie: Chapter 2: Evidence-Based Practice (optional)

 Rubin & Babbie: Chapter 1: Why study research?

Due: Interest paper (Upload to Canvas)

Week 2: Research Questions Jan 13, 2017

Topics: Research Paradigms: positivist, interpretive, feminist, PAR

 Inductive and Deductive Approaches

 Types of knowledges

 Research Questions

Activities: Intro to writing groups: Research Q’s: Too big/small, or just right?

5min reflection paper on paradigms

Readings: rUBIN & bABBIE: Chapter 3: Factors influencing the research procesS

Rubin & Babbie: Chapter 7: Problem Formulation

Gibbs, A. (2001). The changing nature and context of social work research. *British Journal of Social Work*, *31*(5), 687-704.

 Due: Annotated bibliography (Upload to Canvas)

Week 3: IntRo to Qualitative Methods Jan 20, 2017

Topics: Overview of qualitative methods

 Purposive sampling

 Quality in qualitative research

Activities: writing groups peer review research question section

 Quiet Reflection on inauguration day and music

 Emmel Groups

5min Reflection paper

Readings: Rubin & Babbie: Chapter 4: Quant, Qual, & Mixed Methods of Inquiry

Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, *16*(10), 837-851.

Emmel, N. (2013). Purposeful Sampling. In Sampling and choosing cases in qualitative research. Sage Publishing: 33-43.

SKIM: Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). “My Spirit in My Heart” Identity Experiences and Challenges Among American Indian Two-Spirit Women. *Journal of Lesbian Studies*, *10*(1-2), 125-149.

Due: Research Question Section (2 Hard copies and upload to Canvas)

Week 4: Qual Methods Part II Jan 27, 2017

Topics: Quality in qualitative data

 Qualitative vs. Quantitative

Activities: Work with Qual Data

 SSW Writing Tutor Presentation

 Groups: My Spirit in My Heart

Readings Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, *22*(4), 431-447.

Review: Rubin & Babbie: Chapter 4: Quant, Qual, & Mixed Methods of Inquiry

Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, *16*(10), 837-851.

Review: Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). “My Spirit in My Heart” Identity Experiences and Challenges Among American Indian Two-Spirit Women. *Journal of Lesbian Studies*, *10*(1-2), 125-149.

NCAI Policy Research Center and MSU Center for Native Health Partnerships. (2012). *‘Walk softly and listen carefully’: Building research relationships with tribal communities.* Washington, DC, and Bozeman, MT: Authors.

Week 5: Intro to Quantitative Methods Part I Feb 3, 2017

Topics: Research Questions vs. Hypotheses

 Generalizability

 Variables: Levels, Operationalization, reliability, validity Measurement: Reliability and Validity

Activities: Survey data analysis activity (ABC Agency Data)

Peer review significance if time permits

 5min reflection paper

Readings: Rubin & Babbie: Chapter 8: Conceptualization in Quant & Qual

Rubin & Babbie: Chapter 9: Measurement

 Optional: R&B Chapter 10: Constructing Measurement INstruments

SKIM: Hawkins, J. D., Oesterle, S., Brown, E. C., Arthur, M. W., Abbott, R. D., Fagan, A. A., & Catalano, R. F. (2009). Results of a type 2 translational research trial to prevent adolescent drug use and delinquency: A test of Communities That Care. *Archives of pediatrics & adolescent medicine*, *163*(9), 789-798.

Due: Significance Section (2 Hard copies and upload to Canvas)

Week 6: Intro to Quantitative Methods Part II Feb 10, 2017

Topics: Explaining variance

 Correlation and Causation

 Experimental/quasi Designs: RCTs, cross sectional, longitudinal Randomization, generalization, & validity

Activities: Discussion of Ad Hoc Review of med student prevention article

 Guest speaker: Rebecca Rebbe on quant issues in BIG DATA

 Writing groups: Peer review sample and setting

 5min reflection paper

Readings: Rubin & Babbie: Chapter 11: Causal inference & experimental designs

 Rubin & Babbie: Chapter 12: Quasi-Experimental Designs

SKIM: Bowen, S., Witkiewitz, K., Clifasefi, S. L., Grow, J., Chawla, N., Hsu, S. H., ... & Larimer, M. E. (2014). Relative efficacy of mindfulness-based relapse prevention, standard relapse prevention, and treatment as usual for substance use disorders: a randomized clinical trial. *JAMA psychiatry*, *71*(5), 547-556.

Due: Sample and Setting Section (2 Hard copies and upload to Canvas)

Week 7: Ethics and Social Justice in Social Welfare Research Feb 17, 2017

Topics: Ethics in research

 Informed consent and IRB processes

 Working with special populations

 Research as a tool of oppression and social justice

Activities: Small group discussion: ethical issues in CURB study (Mooney)

 Guest Speaker: Danae Dotolo on ethics

 5min reflection paper

Readings: Rubin & Babbie: Chapter 5: The ethics and politics of sW research

SKIM: Rubin & Babbie: Chapter 6: Culturally competent research

Landau, R. (2008). Social work research ethics: Dual roles and boundary issues. *Families in Society: The Journal of Contemporary Social Services*, *89*(4), 571-577.

Clark, J. J. (2009). Why social work practitioners need research ethics knowledge. *Social work*, *54*(1), 5-7.

SKIM: Mooney, L. J., Nielsen, S., Saxon, A., Hillhouse, M., Thomas, C., Hasson, A., ... & Ling, W. (2013). Cocaine use reduction with buprenorphine (CURB): rationale, design, and methodology. Contemporary clinical trials, 34(2), 196-204.

 DUE: CITI Human Subjects Training (Upload certificate to Canvas)

Week 8: Program Evaluation and Participantory Research Feb 24, 2017

Topics: Program evaluation

 Logic models

 Implementation, dissemination, fidelity, and adaptation

 Participatory action research

Activities: Activity around Hussein & Erbentraut

 Guest speaker: Jessica Ulrich on Indigenous research methods

 Erin practice: example of GGC adaptation

 Peer review of Ethics Section

 5min reflection paper

Readings: Rubin & Babbie: Chapter 14: Program Evaluation

Strier, R. (2007). Anti-oppressive research in social work: A preliminary definition. British Journal of Social Work, 37(5), 857-871.

Hussein, S., Thul, C., LaVoi, N. M. Program evaluation and interests of somali adolescent girls and women. Tucker center for research on girls and owmen in sport. University of Minnesota.

Erbentraut, J. (2015). Muslim Girls Design Their Own Culturally Appropriate Basketball Uniforms. Huffington Post. http://www.huffingtonpost.com/2015/06/11/muslim-girls-basketball-uniforms\_n\_7556034.html

Morelli, P. T., & Mataira, P. J. (2010). Indigenizing evaluation research: A long-awaited paradigm shift. Journal of Indigenous Voices in Social Work, 1(1).

SKIM: Reese, D. J., Ahern, R. E., Nair, S., Joleen, D. O., & Warren, C. (1999). Hospice access and use by African Americans: Addressing cultural and institutional barriers through participatory action research. *Social Work*, *44*(6), 549-559.

Due: Ethics Section (2 Hard copies and upload to Canvas)

Week 9: Mixed Methods Research Mar 3, 2017

Topics: Mixed methods

 Writing process: putting together a research proposal

Activities: Peer review of methods and analysis section

 <https://www2.kuow.org/23rdandunion>

 guest speaker: writing tutor on research/scientific writing

 5min reflection paper

Readings: Rubin & Babbie: Chapter 15: Sampling

Rubin & BAbbie: Chapter 23: Writing research proposals & reports

\* mixed methods article here ☺

Due: Methods and Analysis Section (2 Hard copies & upload to Canvas)

Week 10: Critiquing social Welfare Research Mar 10, 2017

Topics: Practicing research critique skills

 Practicing presentation skills

 What makes a good brief research PRESENTATION?

Activities: HAES article critique

 Practice presentations with writing groups

Preview of high-quality brief research presentations: (http://threeminutethesis.org/3mt-showcase)

<https://www.youtube.com/watch?v=MwPy82T7JaM&feature=youtu.be>

<https://www.youtube.com/watch?v=0K9iYUBCG_o>

 <https://www.youtube.com/watch?v=OkouRlh4Sjs>

<https://www.youtube.com/watch?v=JtBkMMtWAH4&feature=youtu.be>

<https://www.youtube.com/watch?v=reEFBeQaX7g&feature=youtu.be>

5min reflection paper

Readings: HAES article for in class critique

 Review Rubin & Babbie: Chapters 1 & 3

Due: Researcher Identity Memo (upload to canvas)

Finals Week: Final Research Proposal Mar 14, 2017 at 5pm

Due: Final research proposal & 1-page revision letter. Revision letter included in appendix. (Upload to Canvas)

**Table of Targeted COmpetencies and Behaviors**

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| --- |
| ***SOCW 505 targets the following competencies and related practice behaviors:*** |
| **Competency #2: Apply social work ethical principles to guide professional practice.** |
| 2b. Make ethical decisions, in practice and in research, by critically applying the ethical standards of the NASW Code of Ethics and other relevant codes of ethics. |
| **Competency #3: Apply critical thinking to inform and communicate professional judgments.** |
| 3a. Use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience. |
| 3b. Critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice. |
| 3c. Critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice. |
| 3d. Critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice. |
| 3e. Critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice. |
| **Competency #5: Advance human rights and social and economic justice.** |
| 5b. Advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice. |
| **Competency #6: Engage in research-informed practice and practice-informed research.** |
| 6a. Use client and constituent knowledge to inform research and evaluation. |
| 6b. Use my own practice experience to inform research and evaluation. |
| 6c. Use qualitative research evidence to inform practice. |
| 6d. Use quantitative research evidence to inform practice. |
| 6e. Apply research literature on social disparities when selecting and evaluating services and policies. |
| **Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** |
|  **ASSESSMENT** |
| 10g. Collect, organize, and interpret client/constituent/system data (e.g. strengths, stressors, and limitations) to assess client/constituent needs. |
|  **EVALUATION** |
| 10o. Critically analyze, monitor, and evaluate interventions. |

Assignments

Interest Paper

Please briefly address the following in 1-page (single spaced) or less.

1. What is your background in research? What previous classes have you taken on research methods or statistics? What (if any) professional or volunteer experience do you have in this research? What are you most looking forward to learning this quarter?

2. Please describe your practicum placement. Where are you placed? What kind of agency is this? Whom does your agency serve?

3. Please describe your area/s of interest for a potential research project. What do you feel passionate about? What might you like to research and why? You can describe multiple areas of research and these can, but do not have to be, related to your practicum.

\*\*\*The more details you provide, the better I will be able to (1) help you assess the feasibility of your idea, and (2) provide useful resources.

Annotated Bibliography

For this assignment, please select at least 5 peer-reviewed journal articles that are related to your research interest(s) and complete an annotated bibliography.

An annotated bibliography is an organized list of sources (like a reference list) in which each reference is followed by a paragraph of annotation. Please review your selected peer-reviewed journal articles and write a 5-10 line summary in your own words of each reference. Your summary should include:

1. a brief description of the methods used in the article,
2. pertinent results,
3. and how these findings connect to your research topic.

At least 3 of these references should be empirical studies where data- quantitative or qualitative - was collected and these references should be no older than 2004. This assignment should be typed and submitted electronically via Canvas.

Significance Section

As an introduction to this assignment: Over the course of SOCW 505, you will write a research proposal that presents a research question and proposes a research design to answer it. This paper should be written in a formal, academic or scholarly manner, using APA format. This significance section will serve as the introduction for your research proposal. The goal of the significance section is to provide a brief description of a social problem, a compelling rationale why social workers should try to address the social problem, and a brief description of what must be learned next to address the social problem. For this assignment, you will be writing your first draft of the significance section. Please do the following:

**In Section 1 of the paper (1-2 paragraphs):**

1. briefly describe your chosen social issue or problem. This section may include information from other sources (e.g. a scientific journal, a credible web page, newspaper article, or book) that give statistics that help the reader understand the magnitude of the issue or problem.
2. Include why this social problem or issue is important; in other words, why should we care about this social problem? Imagine you are competing for grant funding-- this section should convince the funders why it is important to conduct a study focused on this social problem or social issue.

**In Section 2 (1-2 paragraphs):**

1. Briefly describe what is already known or what has already been researched on this social issue or problem. This section may highlight, for example, what we know about the causes of the social issue/problem, or what we know about the consequences of the social problem.
2. This section might also highlight what kinds of interventions already exist to address this social problem.
3. The assignment requires you to look up and use scholarly journal articles and other empirical (data-based) sources of information. Use at least 5 peer-reviewed journal (books, websites, newspaper articles do not count) citations which may be theoretical or empirically based articles. Use your annotated bibliography to help you with this section.

**Section 3 (1 paragraph): (USE paragraphs 1 & 3 from your Research Question section to aid with this!)**

1. Link the information you have already provided in Section 2 about what is known on this social issue/problem to a gap in the knowledge base. This gap should then link closely to the research question that you will be proposing.
2. Your proposed research question will generate knowledge that will hopefully fill in that gap. This paragraph should provide clear logic that shows how your research question builds off and extends the existing knowledge base.
3. At the end of this section, state your proposed research question and your hypothesis.

Research Question Section

In this writing assignment, you will start to think about what specific research question you might want to explore in your own study. This paper should be 3 paragraphs (single or double spaced).

Before beginning writing, please read back over your annotated bibliography and consider what is known about your topic, and what questions still remain. It is also recommended that you speak with your practicum instructor about any potential research topics or questions that they might have for your to explore in the context of your practicum. Please also review the text sections on research questions on page 29, 64, and pp. 143-149 (Rubin & Babbie). After reviewing these things, please write up your research questions section in the following way:

1. Paragraph 1: Briefly review what is known about your topic, and what questions remain. What would you like to know more about? What goals do you have in doing this research?

3. Paragraph 2: Briefly summarize what makes a good research question (see Rubin & Babbie pp. 29, 64, 143-149 for guidance).

2. Paragraph 3: Keeping in mind what makes a good research question, formulate at least 3 possible research questions that you could us in your research project.

Setting and Sample

This paper should be written in a formal, academic or scholarly manner, using APA format. This section will introduce the setting where you plan to conduct your study, and it will explain your sampling strategy.  Please do the following:

**Setting**

1. Describe the setting where your study will be taking place. Describe the agency or research group where this research will be conducted. Who is served by the agency? Describe the population served.

**Sample, Sampling Strategy, and Recruitment** **(this could be 2-3 separate headings)**

1. Describe the sampling strategy that you will use. If you are using qualitative methods, describe which sampling strategy (think Emmel reading) that you will employ. Justify why your sampling strategy is feasible and will help you answer your research question.
2. If you have not already described the population from which you will draw your sample (in the setting section), describe your population and ideal sample here.
3. State how many people you hope to enroll in your study, and how you will recruit them.

**Section 3: (about 1 paragraph)**

1. Discuss the pros and cons of your sampling strategy. What are the strengths and weaknesses of your approach? If you had more time and resources, what other strategies might you want to use in order to improve your sampling strategy?

Design, Methods, and Analysis

This section should be written in APA format, as it will be a part of your final research proposal.

**Paragraph 1 (Design and Methods):**

Describe the design of your study and the methods you will use. Are you doing quantitative, qualitative, or mixed methods? If you are doing qualitative, are you doing interviews, focus groups, short-answer surveys, content analysis, or something else? If you are doing qual, will you use structured interviews/questionnaires, semi-structured, or open? How will you develop your interview guide? If you are doing quantitative, are you doing cross-sectional or longitudinal? If using an experimental or quasi-experimental design, specify which design type you are using (see slides from class 6, and cite R&B). If you are doing an intervention (e.g. training, support group, class), describe the intervention. If you are doing a survey, briefly describe your measures (e.g. Beck Depression Inventory, PHQ-9, GAD-7, COPES questionnaire, etc.). Include sample questions and psychometric properties (reliability, validity) of your measures with appropriate references. If you are doing quantitative, be sure to state how you are operationalizing your variables (e.g. “depression will be measured by scores on the PHQ-9,” or “Coping skills will be measured using xyz instrument.”

**Paragraph 2 (Analysis):**

**Quant folks:** Briefly describe how you think you will collect and analyze your data. Will you be using any software (Excel, SPSS, or something else)? Describe what kind of descriptive statistics you might use to describe your sample (age, gender, race, depression scores, etc. with means, medians, etc.). If you are doing an experimental or quasi-experimental design, suggest what time of inferential statistics you might want to use (t-test, ANOVA, chi-square, correlations, etc.).

**Qual folks:** Briefly describe how you think you will collect data and analyze it. Will you audio record interviews or focus groups? How will they be transcribed? Will you take notes during the groups or interviews? What type of qualitative software will you use in analysis (NVIVO, ATLAS, etc.)? How will you analyze the data? It would be best to cite a source or two in this section.

\*NOTE: You are not expected to know all about your analysis methods at this point. We will be covering descriptive and inferential statistics, and qualitative analysis methods in 506. However, I want you to take a guess at how you might do this. For pointers, read the methods section of some studies that use similar methods to what you might be using.

**Paragraph 3 (Strengths and Limitations)**

Briefly discuss at least two strengths AND two limitations of your study, with a particular focus on internal and external validity of your study (See slides from class 5 and class 6).

Ethics Section

Please describe at least 3 ethical considerations that you have in conducting your study. Then explain how you plan to address these ethical concerns as a researcher. Cite any literature that is guiding your choices, such as the NASW code of ethics, the Belmont Report, or the other readings found in our ethics module. Use APA format and include references, as this section will appear in your final research proposal. Length: 1-2 Paragraphs.

Researcher Identity Memo

This is your opportunity for self-reflective, first-person writing! In 2 pages or less, please reflect on and discuss the following:

1. Think back to the beginning of the quarter. How has your perspective on research changed? In what ways are you more knowledgeable? What new questions do you have about research?
2. What prior connections (social, personal, intellectual) do you have to your research topic, your research population, or the setting you plan to study? What prior experiences have you had that are relevant to your topic or setting? How do you think and feel about these topics, people or settings? What assumptions are you making about them? What do you want to accomplish or learn by doing this study?
3. What potential advantages do you think these beliefs and experiences that you have described have for your study? What potential disadvantages do you think these might create for you, and how might you deal with these?

\*These instructions draw on questions Maxwell’s book, *Qualitative Research Design*, pp. 34-35.

Final Research Proposal Instructions

The research proposal is designed to allow you to specify a practice/research question of interest to you and to collect, analyze and interpret data related to the research questions. You can elect to do research on an intervention you are providing in your practice, conduct an evaluation of a particular aspect of a program, or identify the needs in a certain domain for a population of concern. Build on the scaffolding assignments you completed throughout the quarter, which were designed to prepare you for writing the research proposal.

**Instructions for 1-page revision statement:**

In a single-spaced document, maximum 1 page, write a letter to me describing how your research study has evolved over the course of the quarter. Specifically reference at least 5 pieces of feedback you received from the instructor, and how you have taken steps to address this feedback (and improve your paper) in your final draft.

**Instructions for the Research Proposal**

**Due:** March 14 at 5pm, NO EXCEPTIONS

**Format:** 5-7 double spaced MAXIMUM (no exceptions; not including title page, abstract, references, or one-page revision statement). Papers may be 11- or 12-point font, with one inch margins. Please include page numbers.

This assignment requires that you write a formal research proposal that presents a research question and proposes a research design to answer it. This paper should be written in a formal, academic or scholarly manner in APA format. In this relatively short assignment you will provide a brief description of a social problem, a compelling rationale why social workers should try to address the social problem, and a brief description of what must be learned next and how to do it in order to address the social problem.

**COVER PAGE**

1. Include a standard cover page, per APA format. This does not count toward your 5-7 page limit.

**ABSTRACT**

1. Include a standard abstract, per APA format. This does not count toward your 5-7 page limit.

**INTRODUCTION (Do not include a heading that says “introduction” per APA format)**

The goal of this section (based on your significance section) is to provide a brief description of a social problem, a compelling rationale why social workers should try to address the social problem or phenomenon, and a brief description of what must be learned next to address the social problem or phenomenon.

**In your introduction, do the following:**

1. Briefly describe your chosen social issue or problem. This section may include information from other sources (e.g. a scientific journal, a credible web page, newspaper article, or book) that give statistics that help the reader understand the magnitude of the issue or problem.
2. Include why this social problem or issue is important; in other words, why should we care about this social problem? Imagine you are competing for grant funding-- this section should convince the funders why it is important to conduct a study focused on this social problem or social issue.

**HEADING: LITERATURE REVIEW**

1. Briefly describe what is already known or what has already been researched on this social issue or problem. This section may highlight, for example, what we know about the causes of the social issue/problem, or what we know about the consequences of the social problem.
2. This section might also highlight what kinds of interventions already exist to address this social problem.
3. Use at least 5 peer-reviewed journal (books, websites, newspaper articles do not count) citations. Use your annotated bibliography to help you with this section.

**Subheading: Research Question**

1. Link the information you have already provided in your literature review about what is known on this social issue/problem to a gap in the knowledge base. This gap should then link closely to the research question that you will be proposing.
2. Your proposed research question will generate knowledge that will hopefully fill in that gap. This paragraph should provide clear logic that shows how your research question builds off and extends the existing knowledge base.
3. At the end of this section, state your proposed research question(s). *These research questions should be revised from your original research questions to reflect an answerable, feasible question!* If you are doing an experimental design (pre/post-test) or a correlational study (seeing if one variable is correlated with another variable), include your hypothesis. If you are doing a descriptive or exploratory design or a needs assessment, do not include a hypothesis.

**HEADING: METHODS**

**Subheading: Setting**

1. Describe the setting where your study will be taking place. Describe the agency or research group where this research will be conducted. Who is served by the agency? Describe the population served.

**Subheading(s): Sample, Sampling Strategy, and Recruitment** **(this could be 2-3 separate headings)**

1. Describe the sampling strategy that you will use. If you are using qualitative methods, describe which sampling strategy (think Emmel reading) that you will employ. Justify why your sampling strategy is feasible and will help you answer your research question.
2. If you have not already described the population from which you will draw your sample (in the setting section), describe your population and ideal sample here.
3. State how many people you hope to enroll in your study, and how you will recruit them.

**Subheading: Study Design and Methodology (this could be two separate headings)**

1. Describe the design of your study and the methods you will use. Are you doing quantitative, qualitative, or mixed methods? If you are doing qualitative, are you doing interviews, focus groups, short-answer surveys, content analysis, or something else? If you are doing qual, will you use structured interviews/questionnaires, semi-structured, or open? How will you develop your interview guide? If you are doing quantitative, are you doing cross-sectional or longitudinal? If using an experimental or quasi-experimental design, specify which design type you are using (see slides from class 6, and cite R&B). If you are doing an intervention (e.g. training, support group, class), describe the intervention. If you are doing a survey, briefly describe your measures (e.g. Beck Depression Inventory, PHQ-9, GAD-7, COPES questionnaire, etc.). Include sample questions and psychometric properties (reliability, validity) of your measures with appropriate references. If you are doing quantitative, be sure to state how you are operationalizing your variables (e.g. “depression will be measured by scores on the PHQ-9,” or “Coping skills will be measured using xyz instrument.”

**Subheading: Analysis**

1. **Quant folks:** Briefly describe how you think you will collect and analyze your data. Will you be using any software (Excel, SPSS, or something else)? Describe what kind of descriptive statistics you might use to describe your sample (age, gender, race, depression scores, etc. with means, medians, etc.). If you are doing an experimental or quasi-experimental design, suggest what time of inferential statistics you might want to use (t-test, ANOVA, chi-square, correlations, etc.).
2. **Qual folks:** Briefly describe how you think you will collect data and analyze it. Will you audio record interviews or focus groups? How will they be transcribed? Will you take notes during the groups or interviews? What type of qualitative software will you use in analysis (NVIVO, ATLAS, etc.)? How will you analyze the data? It would be best to cite a source or two in this section.

\*NOTE: You are not expected to know all about your analysis methods at this point. For pointers, read the methods section of some studies that use similar methods to what you might be using.

**Subheading: Ethics Considerations**

1. Please describe at least 3 ethical considerations that you have in conducting your study. Then explain how you plan to address these ethical concerns as a researcher. Cite any literature that is guiding your choices, such as the NASW code of ethics, the Belmont Report, or the other readings found in our ethics module. Use APA format and include references, as this section will appear in your final research proposal.

**HEADING: DISCUSSION**

1. Include a brief concluding statement summarizing the research problem or phenomenon and how you will investigate this through your study.

**Subheading: Strengths and Limitations**

1. Briefly discuss at least two strengths AND two limitations of your study methodology, with a particular focus on internal and external validity of your study (See slides from class 5 and class 6). You may also reference any strengths and limitations of your sampling strategy.

**REFERENCES**

Include APA formatted references. This does not count toward your 5-7 page limit.

**APPENDIX (optional)**

Feel free to include an appendix if you would like. Appendices frequently include things like: a copy of the measure you intend on using, a copy of your interview guide or questionnaire, or more specific information about your sample (like a list of treatment centers you will be calling, a list of songs you will be coding, a list of schools you will be surveying, etc.). If you include an appendix, be sure to reference the appendix in your writing (e.g. For a complete list of songs to be coded in these years, see Appendices A, B, and C).

Rubric for Final Research Proposal (35 points)

**Revision Statement in Appendix (5 points) Score: \_\_\_\_\_\_**

*Author includes a 1-page, single-spaced letter to instructor describing how their research study has evolved over the course of the quarter.*

**1—**Author fails to reference 5 pieces of feedback or how they have address the feedback.

**2—**Author references less than 5 pieces of feedback, and how they have addressed the feedback.

**3—**Author references 5 instructor feedback and revisions. Examples of feedback are superficial.

**4—**Author references 5 instructor feedback and revisions. Demonstrates thoughtfulness, self-reflection.

**5—**Author references 5 instructor feedback and revisions. Demonstrates deep understanding of revision process, thoughtfulness and self-reflection.

**Introduction and Literature review (5 points) Score: \_\_\_\_\_\_**

*Paper describes of a social problem/phenomenon, explains why it is important (with research), summarizes current literature on topic, and explains remains to be known.*

**1—**Argument for importance is weak; paper needs additional citations to strengthen argument. Lit review is superficial and disconnected.

**2—**Lit review describes research without drawing connections between sources. Research/citations needed to support argument for importance. Some terms need to be defined, or background is unclear.

**3--** Section reads more as an annotated bibliography than a lit review. Sources are explained more in list form. Superficial connections between articles pointed out. Argument for importance is less compelling.

**4—**Lit review tells a story; connections between articles are superficial. Argument for importance is compelling.

**5—**Flows easily and logically, telling a cohesive story about why the topic is important, what is known about the literature, and what needs to be known. Paper draws connections between articles, showing similarities, differences, gaps, methodological concerns, and how it relates to current project.

**Research question(s) Section (3 points) Score: \_\_\_\_\_\_\_\_\_**

*Section provides clear logic for how research question builds off and extends the existing knowledge base (it fills a gap). Research questions are proposed in question form, and are feasible, specific, answerable, and appropriately match the proposed methodology. Hypothesis included AS APPROPRIATE (not for exploratory or qual studies).*

**1—**research question does not fit with methodology; question is not specific or feasible, or answerable.

**2—**Logic leading up to research question is less clear. Question is specific, feasible, and answerable.

**3—**Logic is clear. Question addresses a gap, is feasible, specific, answerable, and matches methodology.

**Methods: Sample, Setting, and Recruitment Subheadings (3 points) Score: \_\_\_\_\_\_\_\_\_**

*Setting, sample, sampling strategy, and recruitment strategy described with supporting sources.*

**1—**Sampling strategy incorrect, or incorrect use of research terms. Additional detail or citations needed.

**2—**Setting and sample described; Sampling strategy identified. Additional detail or citations needed.

**3—**Setting and sample described with appropriate citations. Sampling strategy is correctly identified.

**Methods: Design, Methodology, and/or Measures Subheadings (3 points) Score: \_\_\_\_\_\_\_\_**

*Methodology described in enough detail that reader could recreate research study. Design described using research terminology. Informed consent process (or permission process) described. Measures described with potential inclusion of draft measures/interview scripts in an appendix.*

**1—**Few details given; section disorganized. Some incorrect uses of research terms.

**2—**Methodology needing additional details or organization. Correct use of research terms.

**3—**Methodology described in detail, in a coherent, logical fashion, with appropriate references to appendices as needed. Psychometric properties of measures reported; correct use of research terms.

**Methods: Analysis Subheading (3 points) Score: \_\_\_\_\_\_\_\_**

*Data analysis process described with appropriate terms for quant, qual, or mixed methodologies. If quant, brief description of statistics and data software included; if qual, brief description of potential software, notes/transcriptions processes, and steps in analysis process described.*

**1—** Few details given; section disorganized. Some incorrect uses of research terms.

**2—**Description of analysis processes superficial; correct use of research terms.

**3—**Analysis processes described in some detail, in a logical fashion; appropriate use of research terms.

**Methods: Ethics Subheading (3 points) Score: \_\_\_\_\_\_\_**

*At least three ethical considerations discussed with attention to how author will address these concerns in their methodology; may draw on ethical frameworks from readings.*

**1—**Demonstrates lack of understanding of ethics principles related to research or how to mitigate risk.

**2—** Demonstrates understanding of ethics principles related to research, understanding risk/benefit balance, guided by social justice.

**3—**Demonstrates understanding of ethics principles related to research, understanding risk/benefit balance, guided by social justice, uses methodology to protect participants, and cites ethics framework.

**Discussion Section and Strengths/Limitations (5 points) Score: \_\_\_\_\_\_\_\_**

*Paper includes a brief statement summarizing the research phenomenon and how researcher will investigate this through the study. Explains at least 2 strengths & 2 limitations of study’s methodology.*

**1—** Errors in summary statement or summary statement is absent. Strengths/limitations contain incorrect information.

**2—**Errors in summary statement or summary statement is absent. Paper does not list at least 2 strengths and limitations or strengths/limitations listed are incorrect.

**3—**Researcher does not reference validity or references validity incorrectly. Strengths/limitations are general without referencing specific methodological issues.

**4—**Paper explains at least two strengths and 2 limitations of the study’s methodology, while correctly referencing concepts related to study validity. Some strengths/limitations are more general or don’t refer specifically to methodological issues.

**5—**Paper explains at least two strengths and 2 limitations of the study’s methodology, while correctly referencing concepts related to study validity. Strengths/limitations relate to methodology (study procedures, sampling strategy, design, or analysis) not just to the population studied or topic.

**Formatting, editing, APA format, length (5 points) Score: \_\_\_\_\_\_\_\_\_**

*Papers should be 5-7 pages, 11- or 12-point font with one inch margins, in APA format, well-edited, maintaining a formal academic tone throughout, with a cover page, abstract, and reference list.*

**1--**Paper inappropriately uses first-person or casual language, detracting from an academic voice. Paper is poorly edited throughout with frequent APA errors; pieces of the paper do not fit well together, and there are examples of repetition, or extraneous sections that could have been omitted (i.e. person copy and pasted past drafts together without editing for flow). Paper is over/under the page limit.

**2--**Paper inappropriately uses first-person or casual language. Paper contains sections which need more formal editing; pieces of the paper do not fit well together, and there are examples of repetition, or extraneous sections that could have been omitted. Paper is over/under the page limit.

**3--**Paper can be generally understood, and maintains an academic voice throughout the paper. There are some places where paper does not flow easily, and is difficult to read. Paper includes minor APA errors throughout the document, and/or is over/under the page limit.

**4--**Paper flows easily and has some areas with minor editing errors. Paper includes minor, infrequent APA errors, and is within the page limit.

**5--**Paper is well-edited, flows easily, with consistent APA format (few to no APA errors). Paper is edited so that all pieces of the paper flow together, and extraneous sections (from drafts) have been omitted.