

Social Work  
Research Methods and Design  
Fall 2009

Course: SWK 325  
Credits 4

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Thursday by Appointment Only

**Course Domain**

This course is designed for students as an introduction to basic research methodology and statistics. The goal of the course is to provide students with a conceptual and working understanding of statistical methods and research designs employed in both quantitative and qualitative methodology and apply the findings to professional practice. The course is designed to provide skills in critical thinking about the principles and ethics of quantitative and qualitative research. Special attention is given to the ethics of the protection of human subjects.

**Course Objectives**

Upon completion of this course, students will be able to:

Program Competency 2.1.3, 2.1.6, 2.1.10

1. Use critical thinking skills to identify the advantages and disadvantages of several approaches to scientific and analytic approaches to research.
2. Conduct a comprehensive literature search in order to evaluate pertinent research studies including their own.
3. Evaluate research hypotheses by the development of appropriate research designs.
4. Develop appropriate data analysis strategies, given a particular research design.
5. Understand and adhere to the ethics of research and the values of the profession while remaining cognizant of specific cultural, gender and social justice issues related to research and the evaluation of service delivery.

Program Competency 2.1.3

6. Critically evaluate published empirical research with regard to the appropriateness of the conclusions drawn from the research and evaluate evidenced-based interventions and program outcomes in order to effectively apply these findings to professional practice.

7. Understand the issues of reliability and validity as they apply to research studies.
8. Understand the assumptions involved in the most frequently used descriptive and inferential statistics.
9. Be aware of the specialized methodology appropriate to ethnographic and historical research. Understand and apply descriptive statistics to research data.
10. Understand and apply measures of central tendency and variability, correlational techniques and apply hypothesis testing in appropriate research designs.

#### Program Competency 2.1.3

11. Understand and apply the scientific and analytic approach using evidenced-based practice to building knowledge for practice and evaluation of service delivery.
12. To be able to conceptualize, operationalize and carry out an original research study. In order to build research knowledge aimed at understanding the scientific and analytic approaches to empirical research and to integrate multiple sources of knowledge.

#### **Course Outcomes:**

Students will demonstrate critical thinking of the principles and ethics of quantitative and qualitative research skills.

*Assessment:* Students will successfully complete written examinations.

Students will demonstrate knowledge of the ethics of protection of human subjects.

*Assessment:* Students will complete and submit Institutional Review Board applications relevant to the selected research study.

Students will demonstrate competency in scientific reasoning in the design of an original research study.

*Assessment:* Students will write a research proposal consisting of the Problem Statement, Literature Review and Methodology, and obtain approval to conduct research from the IRB. Students will also complete a critique of a research article to assess the strengths and limitations of the research.

#### **Texts:**

Perrin, R. (2007). *Pocket guide to APA style*. Houghton Mifflin Company: Boston, MA.

Rubin, A. & Babbie, E. (2008). *Research Methods for Social Work*, 6th Edition. Brooks/Cole: Belmont, CA.

### **Recommended Texts:**

- Friedman, Bruce. (2006). *The Research Tool Kit: Putting It All Together*. 2<sup>nd</sup> Edition. Wadsworth Publishing: Belmont, CA.
- Royce, D. (2004). *Research Methods in Social Work*. 4<sup>th</sup> Edition. Brooks/Cole: Pacific Grove, CA.
- Rubin, A., & Babbie, E. (2007). *Essential Research Methods for Social Work*. Thomson Brooks/Cole: Belmont, CA.
- Spatz, C. (2001). *Basic Statistics*, 7<sup>th</sup> Edition. Wadsworth/Thomson Learning: Belmont, CA.
- Weinbach, R., & Grinnell, R. (2007). *Statistics for Social Workers*, Allyn and Bacon: Boston, MA.
- Yegidis, B., & Weinbach, R. (2006). *Research Methods for Social Workers*. Allyn and Bacon: Boston, MA.

### **Recommended Readings:**

- Abbott, A. (2003). A confirmatory factor analysis of the professional opinion scale. A values assessment instrument. *Research on Social Work Practice*, 12, (5) 641-666.
- Boland, K. (2006). Ethical decision-making among hospital social workers. *Journal of Social Workers, Journal of Social Work Values and Ethics*, 3.
- Bride, B. (2007). Prevalence of secondary traumatic stem among social workers. *Social Work*, 52 (1) 63-70.
- Gira, E., Kessler, M., & Poertner, J. (2004). Influencing social workers to use research evidence in practice. Lesson from medicine and the allied health professors. *Research on Social Work Practice*, 14, 68-79.
- Krysik, J., & LeCroy Winston, C. (2002). The empirical validation of an instrument to predict risk of redivision among juvenile offenders. *Research on Social Work Practice*, 12 (1) 71-81.
- Lewis, S., & Abell, N. (2002). Development and evaluation of the adherence attitude inventory. *Research on Social Work Practice*, 12 (1) 71-81.
- Longres, J., & Scanlon, E. (2001). Social justice and the research curriculum. *Journal of Social Work Education*, 37 (3) 447-463.
- Lyons, K. (2000). The place of research in social work education. *British Journal of Social Work*, 30, 433-447.

- McCleary, R. (2007). Ethical issues in online social work research. *Journal of Social Work Values and Ethics*, 4.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Forward a model for practice. *Social Work*, 51 147-156.
- Ortez, L., Villereal, S., & Engel, M. (2000). Culture and spirituality: A review of the literature. *Social Thought*, 19, 21-36.
- Paris, W., Hutkin-Slade, L., Calhoun-Wilson, G., & Oehlent, W. (2007). Social Work Services on an Organ Transplantation Program: A preliminary cost-benefit analysis, *Research on Social Work Practice* 9, (2) 201-212.
- Regehr, C., Stern, S. & Shlonski, A. (2007). Operationalizing evidence-based practice: The development of an institute for evidence-based social work. *Research on Social Work Practice*, 17, 408-416.
- Schroeder, J., Guin, C., Pogue, R., & Bordelon, D. (2006). *Social Work*, 51, (4) 355-364.
- Zugazaga, C., Surette, R., Mendez, M., & Otto, C. (2006). Social worker perceptions of the portrayal of the profession in the news and entertainment media: An exploratory study. *Journal of Social Work Education*, 42 (3) 621-636.

### **Student Assignments:**

Each student is expected to fulfill the following assignments:

1. To read all assigned readings in advance of class sessions to meaningfully participate in class discussions.
2. To regularly attend and participate in class sessions. Attendance will be taken and will comprise a portion of the course grade.
3. Develop an original research proposal, either individually or in groups of two students, that includes the problem statement, literature review and methodology of the proposed research project.
4. Prepare for and successfully complete two non-cumulative in-class exams, which will cover the concepts in the Rubin and Babbie text.
5. Select one social work published research article to critically evaluate the appropriateness of the conclusions drawn from the research, the research design used and statistics employed in the study. A one-page paper approximately 350 words doubled-spaced analysis will accompany the presentation of the journal article.

## Cedar Crest College Class Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. **That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, cell phones, beepers, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. No laptops in the classroom. Note: The computers in the research classroom are not to be turned on unless the class is working on them.**

### *Furthermore:*

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated in the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for noncompliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

## **Honor Philosophy**

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

## **Social Work Program Attendance Policy**

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

1. You may miss two class sessions for whatever reasons without penalty.
2. If you miss a third class session the highest overall grade you can receive for the course is a "B".
3. If you miss a fourth class session the highest overall grade you can receive for the course is a "C".
4. Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. these will not be acceptable excuses for absence if you have already missed two class sessions. Arriving late for class and/or leaving early will count cumulatively toward missed classes.

Students representing the college in athletic and other capacities will be excused from class for games/matches/meets, etc., only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes, it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

Grading

Class attendance, preparation and participation	5%
Examination one	15%
Examination two	15%
IRB Submission	10%
Analysis of Research Article	10%
Research Proposal	<u>45%</u>
Problem Statement - 15%	<b>100%</b>
Lt. Review - 15%	
Methodology - <u>15%</u>	
	45%

Course Outline      Overview of Course

- Part I                    - An Introduction to Inquiry
- Part II                  - Problem Formulation and Measurement
- Part III                - The Logic of Research Design
- Part IV                - Quantitative and Qualitative Modes of Observation
- Part V                  - Analysis of Data

Weekly Class Plan

8/25/09	Introduction to Scientific Inquiry Review of Research Proposal Review of IRB Procedures Chapter 1 – Why Study Research
9/1/09	<b>Due: Submit topic for research proposal in writing with your name – <u>no late submissions – no exceptions</u></b> Chapter 2 – Evidence-based Practice Video: <i>The Critical Issues of Obedience and Ethics</i> (VT 150.72E841)
9/8/09	Chapter 3 – Philosophy and Theory in Science and Research Chapter 4 – The Ethics and Politics of Social Work Research Video: Tuskegee Syphilis Study (VT – 619T-964AA)
9/15/09	Chapter 5 – Culturally Competent Research

- 9/22/09                    **\*1<sup>st</sup> Exam – Chapters 1-5**  
**Due: Cover letter, consent form, IRB form completed**  
**and typed (10% of grade) – no late submissions – no exceptions**
- 9/29/09                    **Due: Problem Statement due on 9/29/09 – must be in APA format**  
**(No late submissions, no exceptions)**  
Conceptualization and Operationalization  
What is a Literature Review (also see syllabus)  
**Due: Submit list of 10-12 relevant social work empirical research**  
**articles related to your research study – all in APA format – no late**  
**submissions – no exceptions (MAY NOT use Wikipedia as a**  
**reference)**  
Understanding levels of measurement  
Constructing Measurement Instruments  
Survey research design  
Chapter 6 – Problem Formation  
Chapter 7 – Conceptualization and Operationalization  
Chapter 8 - Measurement
- 10/6/09                    **Due: Literature Review due – no late submissions – no exceptions**  
**Revisions to Problem Statement due – on or before this date – no late**  
**revisions!**  
Chapter 9 – Constructing Measurement Instruments
- 10/13/09                    **Fall Break – No Class**
- 10/20/09                    **2<sup>nd</sup> Exam – Chapters 6-9**
- 10/27/09                    **Due: Surveys due – no late submissions – no exceptions**  
Chapter 15 – Survey Research
- 11/03/09                    **Due: Methodology due**  
**Due: Revisions to Literature Review due – no late submissions – no**  
**exceptions**  
Chapter 10 – Causal Inference and Co relational Designs
- 11/10/09                    Chapter 12 – Single Subject Designs
- 11/17/09                    **Due: Proposal due – Problem Statement, Literature Review**  
**Methodology, IRB form, cover letter, consent form and**  
**Question #9 on IRB form**  
**No late submissions - no exceptions**  
**Present briefly on your topic in class – approx. 5 minutes**  
Chapter 11 – Experimental Designs

- 11/24/09      **Due: Critique of journal article – presentation of journal article and paper due**  
Qualitative Research  
Processing Data  
Chapter 14 – Sampling
- 12/1/09      **Due : Critique of journal article**  
**Presentation of journal article and paper due**  
Attach a copy of the journal article

### **Original Research Proposal (See attached)**

A detailed research proposal will account for **45%** of your course grade and should reflect a research interest specific to social work or related professional discipline using either quantitative or qualitative methodology.

The proposal will contain the following:

1. Identify and research a problem area related to social work or related professional discipline.
2. State and operationalize a hypothesis to be tested.
3. Present a detailed research design that will address the research problem.
4. Define the level of measurement employed and sample to be studied.
5. Present an appropriate data collection technique.
6. Construct a valid and reliable data-gathering instrument (a questionnaire or interview schedule) that will address the research problem.

The proposal will be the foundation of your research project to be completed next term in SWK 326. No data will be collected this semester.

All completed research projects will be presented at the Health and Wellness Conference in April 2009.

The proposal should be approximately 15-20 pages in length, not including the instrument you plan to use to gather data or the reference page. The proposal is due on or before Tuesday, **November 17, 2009**.



**IRB Additional Information (Question #9 on IRB form) – Please follow this outline.**

*Note: these areas need to be covered sufficiently for submission to the IRB.*

**Researcher:** [your name]

**Faculty Advisor:**

**Study Objective:** Define the purpose of the research.

**Qualifications of Researcher** Define who you are (i.e., a social work major completing a required course in Research Methods and Design).  
Discuss the role of the faculty advisor and their qualifications (i.e., the faculty advisor to this research is Dr. Kathleen Boland, ACSW, LCSW).

**Research Design and Methodology** Discuss what research design will be used.  
What is your study sample, how will they be recruited?  
What instruments will be used (attach) and discuss.  
How will data be recorded, stored and when will it be destroyed?  
Discuss if this is a mailed survey, how data will be returned, how long will it take to complete the survey.  
Discuss that participation is voluntary and participants may withdraw at any time.

**Recruitment of Participants** Discuss how subjects will be contacted for participation (i.e., letters, student mailboxes, etc.)

**Requirements and Remuneration** Discuss any requirements of those participating (i.e., master's level practitioners, students). Discuss any remuneration, if none, state that no remunerations will be provided to the subjects.

**Anonymity and Withdrawal** Discuss that subjects will be informed that participation is optional in both the cover letter and consent for.  
Discuss that they will be told that they may withdraw from the study at anytime without consequence.  
Discuss that no subject names or institutional affiliations will be written or any of the study instruments.  
Discuss that the researchers will be unable to identify the participants from the completed surveys.

**Potential Benefits/  
Risks**

Discuss any known risks associated with participation in this study.  
If there are no known risks associated with participation in this study,  
state that.

Discuss potential benefits – i.e., potential benefits may include  
understanding.....

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*\* Note: No late submissions accepted at any time*  
Write in 3<sup>rd</sup> person, use of the first person is not acceptable.

Due 9/15/09 **IRB form, cover letter and consent form.** 10%

Due 9/22/09 **I. Problem Statement – (centered heading) (15%) all in APA format. (3-5 pages typed)**

- This provides the rationale for conducting the study. This is the introduction to your topic.
- **Using only professional empirical journals, books to support your topic**
- **Do not use Wikipedia or other unsubstantiated internet source**
- Describe the topic to be researched (approximately 1-2 pages)
  - identify the problem area
  - the background and history of the topic
  - the importance of the problem to your discipline (e.g. social work, criminal justice)
- Identify relevant theory related to the research topic.
- How is this related to social work
- What is the significance of the proposed study to our profession?
- Identify the research question.
- Form the hypotheses to be tested. (Use the format from class to write the hypotheses, and write all the hypotheses.)
- Identify the independent and dependent variables (clearly identify the IV and DV).
- Give operational definitions for your variables.

(Do not number the above steps but make sure all bullets are included.)

(Do not assume the reader knows about your topic.)

(Every source must be cited using APA.)

Due 10/6/09 **II. Literature Review (15%) All in APA format**

- 6-10 pages typed
- The literature review provides a basis for the study – to learn what others have written about the topic, it helps you become more knowledgeable about your research topic.

**Conducting the Literature Review**

- Use only empirical articles – the results of an actual study that was designed (you may NOT use Wikipedia)
- Empirical articles provide information about the sample, how the data was collected and the findings

- You must locate at least 10-12 articles related original research studies that are **relevant** to your study – must be social work/sociology or criminal justice related empirical articles from peer reviewed journals
- Use the librarians to help find articles on your topic
- Use the references at the end of each article for finding additional sources of information
- Start your search early and consult with the librarians for help
- Seek assistance at the first sign you are not getting anywhere
- **You must have a minimum of 10-12 references – no less than 10-12 empirical articles, peer-reviewed, professional journals, from your declared major (actual studies with sample, methods and findings) and at least six other scholarly references**
- Articles should be within the past 5 years – must be peer-reviewed professional journal articles.
- Conduct a computerized literature search using electronic data bases in the library
- Do not simply do a search on the Internet – use the librarians
- Begin the literature search using key search words
- Track down your literature early – some sources need to be obtained from another library, which may take 2-3 weeks.
- **Look for a standardized survey instrument you can use from the empirical studies.**

### **Critique of the Literature – (also see critique of research sheet)**

- Your literature review is a summary of what each author says
- It is **NOT** a series of long quotations – use quotes sparingly and cite using APA
- Use paraphrasing and cite appropriately
- Identify the purpose of each study and what theories are used
- Explain how the sample was obtained
- Give a brief description of the sample (size, gender, race, etc.)
- What are the major concepts in the study
- What specific measures were used – identify the dependent variables and independent variables
- Describe the method of data collection
- Summarize the findings of the study in 2 or 3 sentences
- Demonstrate the similarities between the proposed study and past research.

### **Major Steps in Preparing a Literature Review**

1. Select a topic
2. Read the selected professional literature carefully to get a broad overview
3. Evaluate and interpret the literature on the topic – do not simply list studies but interpret them.
4. Create a synthesis of the similarities and differences in the literature.

## II. A. Writing the Literature Review (use subheadings)

### **Introduction:**

- provide a brief introduction - establish the importance of the topic in the introduction – and include the purpose of the study

### **Dependent Variable (name it):**

- organize the studies first around your dependent variable
  - give the name of your DV as the heading
  - provide a narrative of all the studies that have also researched your DV
  - identify the purpose of the study, how the sample was obtained, size of the sample
  - major concepts of the study
  - describe the method of data collection
  - summarize the findings in 2-3 sentences

### **Independent Variables (each IV is named and a separate subheading):**

- organize the studies around each of your Independent Variables
- give the name of your IVs as a separate heading
- discuss briefly what the studies found in relationship to you IV- (i.e. age – talk about all of the studies that included age as an IV)
- briefly summarize the study and the findings of the IV

### Additional Notes:

- for each DV and IV Section include what you think are the major findings
- use headings throughout the literature review
- avoid slang (cool, thing, stuff)
- do not use contractions in formal academic writing (e.g. don't, can't, etc.)
- use scientific writing (nothing clever or amusing)
- you may NOT use long direct quotations - paraphrase
- avoid using direct quotations
- write the literature review using your own words
- evaluate and interpret the studies – do NOT simply list studies but interpret them
- create a **synthesis** of the similarities and differences in the literature
- use APA reference style
- cite all sources properly – do not plagiarize

### Note:

- cross-check the references in the body of your lit review against those in your reference list. Make sure what is cited in-text is located on your reference list.

Due 11/3/09 III.

**Methodology – (centered heading) (15%) All in APA format (3-5 pages typed)**

- 4 subheadings. Participants, Instrumentation, Procedures, Analysis (subheadings are flush left)

**Participants:**

- Describe the research design that will be used to answer the research question and/or hypotheses (i.e. survey, description, etc.)
- Describe the population to whom the study’s findings will be generalized.
- Describe the study’s sample.
- Describe the sampling strategy (i.e. non-probability, convenience, etc.)
- Specify the unit of analysis (the persons or things to be studied), the precise procedures to be used in selecting the sample, the number of people to be included in the sample.

**Instrumentation:**

- Describe the specific measuring instruments to be utilized (attach) (i.e. survey, data collection sheet)
- Discuss the validity and reliability of the completed instruments.
- If using existing measuring instruments, discuss their validity and reliability.

**Procedures:**

- Describe the procedures used to analyze the data.
- Detail each specific procedure to test each research question or hypothesis.

Note: (The table below must be set-up in your methodology section.)

**Analysis:**

- Identify the DV, the IV, the level of measurement of each variable and the test used:

<u>DV</u>	<u>IV</u>	<u>Level of Measurement</u>	<u>Test</u>
Name	Name	Nominal, ordinal, interval	Chi-Square Correlation

- Identify any limitations (i.e., validity and reliability of data collection instrument, generalizability of the sample to the population, access to data, ethical problems). Use your notes and textbook, re: internal and external validity.
- Identify when the study will be carried out – identify specific time frames.

**IV. References**

- References are under the main heading “References” (centered heading)

- Reference list should contain references only to literature cited in the research report
- Cross-check reference citations in the body of the report with those in the reference list

**V. Research Proposal to include: Due November 17, 2009**

45% of grade

Cover page in APA format

Problem Statement

Literature Review

Methodology

References

IRB form, question #9, cover letter, consent form, survey

**Note:** \*All written material to be in APA format – points will be deducted if in-text citation or reference list is not in APA format.

**Addendum**

Reference page to be included in APA format (after methodology section)

Attach all data collection instruments

Attach: IRB form and question #9

Consent form

Cover letter

Survey

**Criteria for Evaluation of Research Proposal** (see attached)

**Written Requirements for All Assignments**

**APA Style and Format Required\***

Grades will be determined by the following criteria:

1. Depth of the analysis.
2. Completeness and accuracy of written assignment.  
(Tip: Follow the outline)
3. Quality of critical thinking is provision of supporting evidence.
4. Care in the articulation of ideas.
5. Specificity rather than vagueness.

**\*APA Note:**

You may formally cite a reference in your narrative in several ways. At the conclusion of a statement that represents someone else's thoughts, you cite the author's last name and year of publication, separated by a comma, set off in parentheses (Doe, 1999). If using in a narrative,

give the year of publication in parentheses immediately following the name as in Doe (1999) noted that ....

- When you cite multiple authors' names in parentheses, use the ampersand (&) instead of the word "and". If the citation is in the narrative, use the word "and".
- Use semicolons to separate multiple citations in parentheses, as in this example: (Black, 1999; Brown, 1998; Green, 2000).
- When you cite a secondary source, be sure you have made it clear, as in: (Doe, as cited in Smith, 1998). Note that only Smith (1998) would be placed in the reference list.
- Numbers from zero through nine and spelled out, numbers 10 and above are written as numbers.
- Always spell out a number when it is the first word or phrase in a sentence.
- Make sure you have used complete sentences.
- Avoid plagiarism at all costs – cite your source properly.
- Journal article format (APA) style:  
Kan, M.Y., & Heath, A. (2006). The political values and choices of husbands and wives. *Journal of Marriages and Family*, 68, 70-86.

### **Important Dates to Remember**

9/1/09	Topic for research study due
9/22/09	1 <sup>st</sup> Exam, Cover Letter, Consent Form, IRB form completed.
9/29/09	Problem Statement due
9/29/09	Submit list of research articles
10/6/09	Literature Review due
10/20/09	2 <sup>nd</sup> Exam
10/27/09	Surveys due
11/3/09	Methodology due
11/17/09	Proposal due
11/24/09 & 12/1/09	Critique of journal article



**SWK 325 – Research Methods and Design**  
**Fall 2009**  
**Critique of Journal Article**

- I. Critically evaluate a published empirical research in regard to the appropriateness of the conclusions drawn from the study. Use an empirical journal article from your literature search. Include the following information in a typed, double-spaced paper. **Attach a copy of the journal article\***. (350-400 words) Must use **APA**.
- A. Identify the research topic under study – in the article you are critiquing.  
ie. What was the purpose of the study?
  - B. What did the previous literature in your article say about the research topic?
  - C. What was the sample?
  - D. What methodology was used – i.e., questionnaire, standardized tests, interviews.
  - E. What were the independent and dependent variables?
  - F. What were the findings?
  - G. What conclusions were drawn?
  - H. Criticisms and limitations of the study?

Due: November 24, 2009  
December 1, 2009  
Approximately 350-400 words

**\*Attach a copy of the journal article**



Student: \_\_\_\_\_

Title of Research: \_\_\_\_\_

**Criteria for Evaluation of Research Proposal**

	Low High						Student Evaluation %	
	1	2	3	4	5	N/A	Student	Partner
<b>I. Problem Statement</b>								
Clarity of the problem and research question	1	2	3	4	5	N/A		
Identified relevant theory to study	1	2	3	4	5	N/A		
Identified research question	1	2	3	4	5	N/A		
Clarity of the hypothesis/hypotheses	1	2	3	4	5	N/A		
All hypotheses stated	1	2	3	4	5	N/A		
Identified the dependent variables	1	2	3	4	5	N/A		
Identified the independent variables	1	2	3	4	5	N/A		
Operational definition of dependent variable	1	2	3	4	5	N/A		
Operational definition of independent variable	1	2	3	4	5	N/A		
<b>II. Literature Review</b>								
Used empirical articles	1	2	3	4	5	N/A		
Used 10-12 empirical articles	1	2	3	4	5	N/A		
Identified purpose of each study	1	2	3	4	5	N/A		
Brief description of sample used	1	2	3	4	5	N/A		
Identified major concepts in each study	1	2	3	4	5	N/A		
Described methods of data collection	1	2	3	4	5	N/A		
Summarized main findings of each study	1	2	3	4	5	N/A		
Used APA throughout in-text citations	1	2	3	4	5	N/A		
All information cited properly	1	2	3	4	5	N/A		
Organized studies around dependent variable	1	2	3	4	5	N/A		
Organized studies around the independent variable	1	2	3	4	5	N/A		
Used headings and scientific writing	1	2	3	4	5	N/A		
Demonstrated similarities between the proposed study and previous research	1	2	3	4	5	N/A		
<b>III. Methodology</b>								
Described the research design	1	2	3	4	5	N/A		
Described the population to whom the findings will be generalized	1	2	3	4	5	N/A		
Described the study's sample	1	2	3	4	5	N/A		
Described the sampling strategy	1	2	3	4	5	N/A		
Specified the unit of analysis	1	2	3	4	5	N/A		
Described the specific survey instrument (and attach)	1	2	3	4	5	N/A		
Discussed validity and reliability of instrument	1	2	3	4	5	N/A		
Described the procedures used to analyze the data	1	2	3	4	5	N/A		
Described the specific statistical tests to test the hypotheses	1	2	3	4	5	N/A		
Identified limitations of study	1	2	3	4	5	N/A		
Overall clarity of the study's purpose	1	2	3	4	5	N/A		

Grade Assigned: \_\_\_\_\_