

Example of ScWk 240 Written Assignment #2 Format

<p style="text-align: center;">1</p> <p style="text-align: center;">Predictors of Life Satisfaction Opher Dere San José State University December 2012</p>		
	<p style="text-align: right;">2</p> <p style="text-align: center;">Introduction</p> <p>Engaging in a graduate education can be a rewarding experience for social work students as they have an opportunity to learn and refine skills necessary to contribute more significantly to their field. Blah blah blah.... Those earning a Master of Social Work degree (MSW) usually do not enter a graduate program without considerable thought put into the rewards and sacrifices involved with their schooling (Fhake, 1999; Hah & Chu, 2005). Once in an MSW program, students might find their level of life satisfaction affected by many factors, including family circumstances and employment (Yuhu, 2004). Blah blah blah.... This quantitative and qualitative research examines age, family life, and socioeconomic status as predictors of life satisfaction in MSW students.</p> <p>Relevance to Social Work from a Transcultural Perspective</p> <p>This research is relevant to social work because the profession and those entrusted to educate future social</p>	<p style="text-align: right;">3</p> <p>workers would benefit from a greater understanding of the factors related to the life satisfaction of their graduate students. Given the current, serious shortage of social workers in many states, including California, addressing and enhancing MSW student life satisfaction is both timely and vital, leading to successful recruitment, retention, and preparation of these emerging professionals. Blah blah....</p> <p>Blah blah.... This research promotes the knowledge base by studying three major factors (age, family life, and socioeconomic status) as predictors of life satisfaction.</p> <p style="text-align: center;">Literature Review</p> <p>Background of MSW Students and Life Satisfaction</p> <p>Approximately 100,000 students enroll annually into MSW programs across the nation (Pretend, 2006). Although each program aims to provide a quality educational experience for their students, life satisfaction remains among the major issues of concern (Lookemup, 2003; Zilcho, 2000). From the limited research available, the average life satisfaction level has ranged from below average to about average when compared with other graduate programs such as business and nursing (Eyecee, 1995; Ohho & Ahha, 1998). Blah blah blah... In Ohho</p>

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and Ahha's (1998) research of 305 MSW students randomly selected from New York state's social work graduate programs, participants scored an average of 3.41 (SD = 1.22) out of a 5-point scale with higher scores meaning better satisfaction. Blah blah blah...

Developmental Theory and MSW Student Life Satisfaction

Developmental theory provides a theoretical framework helpful in understanding life satisfaction in MSW students and the factors affecting it. Developmental theory explains how an individual's ability to negotiate certain periods in the lifespan is key in determining psychological, social, and physical well-being (Maidup, 1985). As one progresses through adolescence into adulthood and later adulthood, development is partly dependent on the formation of professional identity and abilities. For social workers and those preparing for this profession, life satisfaction is related to this often stressful job. In particular, age, the quality of

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family life, and socioeconomic status, especially during adulthood, affect life satisfaction because... blah blah....

Age and MSW Life Satisfaction

The age of MSW students is related to their life satisfaction. As people choose to enter graduate school either immediately after their undergraduate experience or after working for awhile, their age affects how students perceive certain life experiences and their sense of fulfillment associated with those events (Lookinbach, Highroad, & Lifistuf, 2005). Blah blah blah... In a qualitative study of 30 psychology doctoral students, older participants generally commented that they were relatively satisfied with their lives (Worthit, 2001). Although school was difficult, their previous experiences and maturity level enabled them to see their hard work as rewarding in the long term. Similarly, for social work graduate students who make sacrifices to train for this helping profession, those older would probably have higher life satisfaction. Blah blah blah... Limitations of the studies reviewed

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included the lack of empirical studies... Blah blah blah...

Family Life and MSW Life Satisfaction

Blah blah.... Blah blah.... Blah blah.... Blah blah.... Blah blah....

Socioeconomic Status and MSW Life Satisfaction

Blah blah.... Blah blah.... Blah blah.... Blah blah.... Blah blah....

Hypotheses and Research Question

Given the limited number of studies examining factors related to MSW student life satisfaction, this research is timely. For the quantitative component of this study, it is hypothesized that MSW students who are older, who have an enhanced family life, and have a higher socioeconomic status will also have higher life satisfaction than those younger, with a diminished family life, and lower socioeconomic status. For the qualitative component, the research question asks, "How are age, family life, and socioeconomic status related to the life satisfaction of MSW students?"

References

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And so on... Remember you need a minimum 15 references.

Please refer to your APA Manual and class materials for additional examples of references and APA style.