

San José State University
School of Social Work
ScWk 298, Special Project, Class No: 23975 Section 1, Spring
2013

Instructor:	Sadhna Diwan
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Office Hours:	Monday 2:00pm to 3:00pm by appointment; other hours by appt.
Class Days/Time:	Monday 3:00pm to 4:30 pm
Classroom:	TBA
Prerequisites:	ScWk 242 and Writing Competency

Catalog Description

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

Course Description

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

Course Competencies & Practice Behaviors (Student Learning Objectives)

The following competencies are realized through this course:

3. Apply critical thinking to inform and communicate professional judgments.

6. Engage in research informed practice and practice informed research).
7. Apply knowledge of human behavior and the social environment
- 10(d). Evaluation: Critically analyze, monitor and evaluate interventions

Upon completion of ScWk 298 students will be able to:

1. Demonstrate proficiency in the ability to routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions. PB: 3 (a) (Critical Thinking)
2. Evaluate assessment and intervention options based on evidence-based findings, practice wisdom and understanding of client strengths and needs. PB: 3 (b) (Critical Thinking)
3. Demonstrate skillful written and oral communication that is clear, focused and relevant to practice context. PB: 3 (c) (Critical Thinking)
4. Demonstrate ability to use practice experience to inform research or evaluation in the context of a field of practice. PB: 6 (a) (Researched Informed Practice/Practice Informed Research)
5. Demonstrate ability to apply research evidence and research skills to inform and improve practice. PB: 6 (b) (Research Informed Practice/Practice Informed Research)
6. Demonstrate ability to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in a field of practice. PB: 7 (a) (Theoretical Framework)
7. Demonstrate ability to critically analyze, monitor, and evaluate interventions in the context of a field of practice. PB: 10 (da) (Evaluation)

Required Texts/Readings

The following textbooks are required:

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

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

Recommended Sources:

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

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

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

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

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

Library Liaison

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

Research Sequence Web Page

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

Classroom Protocol

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

Dropping and Adding

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

Assignments and Grading Policy

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

Assignment	Points	Due Date	Course Student Learning Objective/ (SLO)	(Practice Behaviors)
Assignment 1: Work Plan	10%	2/18/13	Course SLO 3	PB: 3c
Assignment 2: Complete first draft of project	55%	4/15/12	Course SLO 1, 4, 7	PB: 3a, 10da, 6a,
Assignment 3: Final project	25%	5/13/13	Course SLO 2, 5, 6, 7	PB: 3b, 6b, 7a, 10da
Class Participation	10%		Course SLO 3	PB: 3c

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

Penalty for Late Work

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), please discuss your situation with me 24 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without making prior arrangements with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

Assignment 1: Work Plan Outline

Submit a 1-page, typed timeline that lists all research and writing activities to be completed during the semester. Include each specific task that is necessary to complete your project and the date that the task will be completed. Some of these tasks may include:

- Obtaining IRB approval (if your project has not yet been approved)
- Collecting all data (be specific—which data and what are the steps involved in obtaining the data)
- Entering data into SPSS (if applicable)
- Transcribing audio tapes (if applicable)
- Analyzing data

- Meeting with your instructor
- Writing drafts of sections of the final 298 paper

Due 2/11/13.

Assignment 2: Complete First Draft of Project

Submit a complete first draft of the ScWk 298 Special Project. Please refer to the attached ScWk 298 Special Project Paper Sections and Guidelines. This assignment includes all of the revisions from the ScWk 298 Fall final paper, as well as the inclusion of three new components: Results, Discussion and Implications.

The results section provides all quantitative and qualitative findings necessary to answer the research questions and/or hypotheses. The discussion section includes a thoughtful analysis of how the results are consistent (or not) with the information presented in the literature review, an interpretation of the meaning of the findings and identification of the strengths and weaknesses of the study. The implications section includes a description of the implications of the findings of your study for social work practice, policy, research or education; how your findings are related to the transcultural model, and a discussion that demonstrates the Integration of your knowledge from other courses in the social work curriculum (i.e., HBSE, policy, practice, and research) and application of this knowledge to your study. A copy (not original) of the signed Field Agency Approval Form and all other human subjects approval letters need to be attached as an appendix to your first draft. **Due 4/15/13.**

Assignment 3: Final Draft of Project

Submit one unbound paper copy and one electronic copy on a CD of the ScWk 298 Special Project report. The instructions and evaluation rubric for the final draft of the project are the same as the first draft. The final draft incorporates all recommended changes from the instructor. Please refer to the attached ScWk 298 Special Project Paper Sections and Guidelines. The electronic copy must be in Microsoft Word and formatted for a PC. The signed Field Agency Approval Form, all human subjects approval letters, and all study instruments need to be included as separate appendices for the paper version only. You are not responsible for scanning these materials for the electronic copy unless you have the capability to do so. **Due 5/13/13.**

Class Participation:

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

APA Format and Writing Requirements:

ScWk 298 papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: (1) margins should be 1.00 inches left and 1.00 inches top, right, and bottom; (2) pages must be consecutively

numbered within either the top right or bottom center margins starting with the abstract; and (3) the use of running heads is optional. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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

Campus Policy in Compliance with the American Disabilities Act

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

School of Social Work Policies

School of Social Work Writing Policy

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

A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections

throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources

Student Technology Resources

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

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

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

ScWk 298, Special Project, Spring 2013, Course Schedule

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

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28/13	<u>Discuss course goals and objectives</u> <ul style="list-style-type: none"> • Discuss course structure, assignments, and grading • Discuss procedures for submitting paper and electronic copies of ScWk 298 report • Review ScWk 240 and 242 material regarding data collection and management • Project updates
2	2/4/13	<u>Qualitative Data Management and Analysis and Work Plan For Project PB: 3 (c) (Critical Thinking)</u> <ul style="list-style-type: none"> • Review ScWk 240 and 242 material on qualitative data collection, management, and analysis • Review components of work plan for project • Present your study's work plan components to class and/or instructor for review/discussion
3	2/11/13	<u>Quantitative Data Entry and Analysis</u> <ul style="list-style-type: none"> • Review ScWk 240 and 242 material regarding SPSS, data entry, and analysis <p style="text-align: center;">Assignment #1: Work Plan Outline due</p>
4	2/18/13	<u>Results section of your final paper PB 10 (da) (Evaluation)</u> <ul style="list-style-type: none"> • Developing and writing a results section for qualitative and quantitative research, including: <ul style="list-style-type: none"> • Correctly presenting quantitative and qualitative results • Clearly presenting results in tables and in narrative form • Thinking critically about the key findings from the study • Ensuring that the results presented clearly answer the research question and/or hypotheses. <p><u>Readings:</u> Pyrczak & Bruce, Chap. 9, "Writing Analysis and Results Sections" Chap. 12, "A Closer Look at Writing Reports of Qualitative Research"</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/25/13	<p><u>Results section of your final paper continued</u> PB: 6 (a) (Researched Informed Practice/Practice Informed Research)</p> <ul style="list-style-type: none"> • Continuing discussion on developing and writing results section of paper, including: • Identifying the most important findings to present • Using practice experience to inform the analysis of your findings.
6	3/4/13	<p><u>Discussion section of your final paper</u> PB: 3 (a) (Critical Thinking)</p> <ul style="list-style-type: none"> • How to develop the discussion section of your final paper, including: • Interpreting the meaning of the study’s findings using a high degree of critical thinking. • Evaluating and integrating information to develop reasoned professional assessments about how to use think about and use research information in practice. <p><u>Readings:</u> Pyrczak & Bruce, Chap. 10, “Writing Discussion Sections”</p>
7	3/11/13	<p><u>Implications section of the final paper</u> PB: 3 (b) (Critical Thinking)</p> <ul style="list-style-type: none"> • How to develop the implications section of your final paper, including: • Identifying appropriate and specific social work practice, policy, research or education implications of the results of your study • Integrating knowledge from other courses and practice wisdom in developing implications • Considering client needs and values in developing implications
8	3/18/13	<p><u>Putting it all together: the complete first draft</u> PB: 7(a) (Theoretical Framework)</p> <ul style="list-style-type: none"> • Thinking about your complete project and integrating all components • Integrating theory and the transcultural perspective • Writing abstracts, preparing appendixes, and final formatting for ScWk 298 report <p><u>Readings:</u> Pyrczak & Bruce, Chap. 11, “Writing Abstracts”</p>
9	3/25/13	Spring Break!
10	4/1/13	Cesar Chavez day observed – campus closed

Week	Date	Topics, Readings, Assignments, Deadlines
11	4/8/13	<u>Reviewing Drafts: On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> • Meet with instructor to review and discuss all aspects of the ScWk 298 project • Class meetings as needed
12	4/15/13	<u>Final Instructions</u> Assignment #2: Complete First Draft due
13	4/22/13	<u>Reviewing Drafts: On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> • Meet with instructor to review and discuss all aspects of the ScWk 298 project • Class meetings as needed
14	4/29/13	<u>On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> • Meet with instructor to review and discuss all aspects of the ScWk 298 project • Class meetings as needed
15	5/6/13	<u>On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> • Meet with instructor to review and discuss all aspects of the ScWk 298 project • Class meetings as needed
16	5/13/13	<u>On-Going Project Supervision and Individual Consultation</u> <ul style="list-style-type: none"> • Meet with instructor to review and discuss all aspects of the ScWk 298 project • Class meetings as needed Assignment 3: Final Project Due

ScWk 298 Special Project Paper Sections and Guidelines
SJSU School of Social Work
2012-2013

Title Page

Please see page 16 for a sample ScWk 298 report title page.

Abstract (separate page, maximum 250 words, double-spaced)

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

Introduction (3-4 pages)

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

Literature Review (4-5 pages)

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

A theoretical framework section is also needed to explain, organize and predict the findings of your study. You need to present in a brief fashion the theory or conceptual model (e.g., ecological systems theory, stages of racial identity development) that informed your study design and method of analysis. It is strongly recommended that you select only one theory/conceptual framework for your study, but more than one is acceptable. Sometimes the study's research questions and/or hypotheses are presented at the end of the literature review instead of in the introduction.

Methodology (5-6 pages)

Study Design

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

Sampling Method and Size

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

Study Site

Describe where your study took place. If you collected a quantitative sample, were you allowed to take the data home or did you need to keep the data at the agency site? If you interviewed people or conducted focus groups, where did this take place? (there may be more than one place).

Variables and Measures

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

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

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

Describe any translation that was done to your measure(s), e.g., one-way translation, double translation, decentering. Again, refer the reader to the appendix for a copy of all the study materials, data collection forms, and interview guides. Please note that some published measures cannot be duplicated and placed in the appendix due to copyright restrictions. In that case, simply refer the reader to the written correspondence that you had with the author or distributor of the measure.

Reliability and Validity

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

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

Human Subjects

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

Procedures and Data Collection Techniques

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

Analysis of Data

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

Results (4-10 pages)

The result section provides a summary of your quantitative and/or qualitative findings

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

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

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

Since qualitative studies rely heavily on extensive quoting to illustrate findings, it is often assumed that a qualitative result section will be longer than a quantitative one.

Discussion (3-5 pages)

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

Implications for Social Work (2-3 pages)

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

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

References

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

Appendices

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

Title of Project (Limited to two lines)

by

Author's Name

A Social Work 298 Special Project

Presented to the Faculty of the School of Social Work

San José State University

In Partial Fulfillment

of the Requirements for the Degree of

Master of Social Work

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

Month, Year