Instructor:
Office:
Classroom:
Office Hours:

and by Appointment
Telephone:

E-mail:

Social Work Program Mission

The mission of Shaw University’s baccalaureate social work program is to prepare and graduate competent and principled social work majors at the generalist practice, entry level of the profession for service, advocacy, and leadership and to prepare students for successful graduate education.

Social Work Program Goals

Graduates of the Shaw University Social Work Program will:

1. Serve diverse client systems with respect, dignity, integrity, and competence. Serving diverse client systems includes using such methods of intervention as providing direct services, advocating, collaborating, and empowering clients;
2. Seek and obtain leadership positions in their chosen field of practice and in positions of leadership in the profession, communities, and society;
3. Advocate for societal systems and economic changes that improve the lives of those experiencing a range of life circumstances and conditions that impede optimal social functioning;
4. Engage in life-long learning by building on their baccalaureate social work education. Life-long learning includes attending social work graduate school, participating in continuing education offerings, using supervision, engaging in self-development and personal growth and activities, and other means that contribute to enhancing one’s effectiveness and contributions as a professional social worker;
5. Work for social and economic justice for all people, with a special focus on populations at-risk, oppressed and disadvantaged populations, in order to improve their
quality of life and help them achieve acceptance, tolerance, and full participation in
society. By example, our graduates will be role models in advocating for acceptance,
tolerance, equality, and eliminating discrimination.

Program Learning Outcomes (PLOs)

1. Apply critical thinking and analytical skills in generalist social work practice.

2. Incorporate and apply social work values, ethical principles and standards in
generalist practice with all client systems.

3. Practice without discrimination and demonstrate cultural competence, knowledge,
and skills related to clients’ age, class, color, disability, ethnicity, family structure,
gender, marital status, national origin, race, religion, sex, and sexual orientation with
respect, dignity, worth, and recognition of the potential of all people.

4. Practice with diverse client systems without discrimination, facilitated by
demonstrated knowledge of the forms and mechanisms of oppression and
discrimination and apply strategies of advocacy and social change that advance social
and economic justice.

5. Demonstrate knowledge of and interpret the history of the profession, its historical
roots, its contemporary structures and issues and the roles of social workers.

6. Apply generalist social work knowledge, skills, and practice experience to intervene,
problem solve and advocate at the micro, mezzo, and macro levels.

7. Apply evidence-based theoretical frameworks to understand individual development
and behavior across the life span and the interactions among and between individuals,
families, groups, organizations, and communities.

8. Critically analyze, formulate, and influence social policies.

9. Evaluate, interpret, and analyze research studies and apply research findings to
practice, programs, and policies and evaluate one’s practice interventions.

10. Use communication skills differentially across client populations and with colleagues,
and communities.

11. Use professional development methods such as supervision, consultation, continuing
education, graduate school, and participation in professional organizations for life-
long service, advocacy, and leadership.

12. Practice within organizations and service delivery systems to effect social and
organizational changes.
**Course Description**

This course is designed to provide social work students with a basic understanding of social work research and the connection between research, theory, and practice. The course introduces basic research concepts and the research process, including research design, sampling, instrument construction, data collection and qualitative/quantitative analysis, and report writing.

**Student Learning Outcomes (SLOs)**

<table>
<thead>
<tr>
<th>At the completion of this course, students will:</th>
<th>Measurement Tools</th>
<th>Linkage to Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the connection between research and practice; importance of the evidence-based practice.</td>
<td>Exam Questions Quiz</td>
<td>PLO #9</td>
</tr>
<tr>
<td>2. Identify the basic concepts of the research process.</td>
<td>Exam Questions Quiz</td>
<td>PLO #9</td>
</tr>
<tr>
<td>3. Identify the major research designs and the strengths and weaknesses of each design.</td>
<td>Exam Questions Quiz</td>
<td>PLO #1, 9</td>
</tr>
<tr>
<td>4. Identify the interrelatedness of social work values, cultural diversity, and ethical issues in the application of social research methods.</td>
<td>Exam Questions Quiz Class Participation</td>
<td>PLO #2, 3, 9</td>
</tr>
<tr>
<td>5. Describe the basic concepts of qualitative and quantitative research methods.</td>
<td>Exam Questions Quiz</td>
<td>PLO #9</td>
</tr>
<tr>
<td>6. Describe the basic concepts of survey research and unobtrusive approaches to data collection and identify benefits and limitations of each method.</td>
<td>Exam Questions Assignments</td>
<td>PLO #1, 9</td>
</tr>
<tr>
<td>7. Develop and use research instruments.</td>
<td>Exam Questions Assignments</td>
<td>PLO #9</td>
</tr>
<tr>
<td>8. Demonstrate the basic concepts of data analysis and develop data files for analysis.</td>
<td>Exam Questions Assignments</td>
<td>PLO #9</td>
</tr>
<tr>
<td>9. Interpret research findings.</td>
<td>Exam Questions Evaluation of Research Articles (Paper)</td>
<td>PLO #1, 9</td>
</tr>
<tr>
<td>10. Use the research findings to provide high-quality service, improve practice, and initiate change.</td>
<td>Class Participation</td>
<td>PLO #6, 7, 8, 9</td>
</tr>
<tr>
<td>11. Demonstrate the basic concepts of professional writing.</td>
<td>Exam Questions</td>
<td>PLO #9, 10</td>
</tr>
<tr>
<td>12. Describe the basic concepts of program evaluation.</td>
<td>Exam Questions</td>
<td>PLO #9</td>
</tr>
</tbody>
</table>
Required Text


Recommended Reading


A bibliography is attached to provide additional readings by topic.

Reading Assignments

Each student is expected to read all assigned material **prior to class** and fully participate in class discussions and activities.

Library Resources

Books and article searches for literature reviews are a critical part of social work research. Shaw University library resources are adequately available to support this endeavor. The course instructor will make arrangements for a library visit at the beginning of the semester for Raleigh day students to introduce them to library resources. For CAPE students, the course instructor will familiarize students with CAPE social work library holdings and electronic library resources.

This introduction will provide students with the information on how to access and locate articles that are related to a research subject. The library introduction will be useful for students in finding articles for the Research of Article Evaluation.

Course Requirements

1. Class Attendance

The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be
enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

<table>
<thead>
<tr>
<th>Time Class Meets Per Week</th>
<th>Unexcused Absences Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences:

<table>
<thead>
<tr>
<th>Number Greater Than Excused Absences</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Class Participation

Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:
# SHAW UNIVERSITY

## Student Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 5</th>
<th>Outstanding 4</th>
<th>Satisfactory 3</th>
<th>Adequate 2</th>
<th>Unsatisfactory 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction/participation in classroom activities</td>
<td>Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions, freely volunteers opinions, initiates appropriate questions, does not dominate discussion.</td>
<td>Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class, responds often to questions, comments not focused contributions</td>
<td>Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive.</td>
<td>Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read.</td>
<td>Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class.</td>
</tr>
<tr>
<td>Engagement in the electronic/email learning forum</td>
<td>Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task.</td>
<td>Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum.</td>
<td>Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums.</td>
<td>Misses more than two assignments. Some difficulty accessing and using electronic learning forums.</td>
<td>Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum.</td>
</tr>
<tr>
<td>Professional attitude and demeanor</td>
<td>No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students’ points-of-view, alert in classroom, enthusiastic for work.</td>
<td>Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices.</td>
<td>Minimally disruptive and disrespectful, sometimes lethargic in the classroom.</td>
<td>Disruptive and disrespectful, rarely enthusiastic.</td>
<td>Not respectful and courteous, alert or enthusiastic in the classroom.</td>
</tr>
<tr>
<td>Punctuality</td>
<td>0-2 times tardy</td>
<td>3-4 times tardy</td>
<td>5-6 times tardy</td>
<td>7-8 times tardy</td>
<td>9-10 times tardy</td>
</tr>
</tbody>
</table>
3. Evaluation of Research Article (20 points)

Students will choose a research article relevant to social work field. Students can use the Shaw library resources to locate a research article and evaluate. Students should review the article carefully and answer the following questions/areas:

1. Title of Article
2. Source of Article
3. Research Design
   3-1. Quantitative or qualitative research
   3-2. Exploratory, descriptive, or explanatory research
4. Sampling
   4-1. Sampling method – A probability or a nonprobability sampling
   4-2. Does the sample appear to be reasonable, to have been constructed without bias?
   4-3. Population and Sample size
   4-4. Is the sample size adequate for the level of generalization? Based on what?
   (Refer to the textbook p. 210, Table 8.1)
   4-5. The margin of error and level of confidence
5. Data collection method: Survey, Interview, and/or Secondary Data Analysis
6. Instrumentation (Scale/Item construction)
   6-1. Are the questions straightforward and clear, vague or leading?
   6-2. Reliability of the instrument/scale
   6-3. Possible threats to the Internal and External validity
7. Contributions and Limitations of the Research (Narrative Writing Format)
8. Conclusion (Overall) (Narrative Writing Format)

Writing

1. The paper will be double-spaced with standard margins.
2. 12-point Times New Roman font
3. Page numbers and stapled (*Page number should begin from the title page.)
4. 3 pages, at the minimum, in text.
5. On the title page, Subject, Student Name, Instructor Name, Course Name, and Submission Date should be clearly stated.

*You should attach the original journal article to the final evaluation paper.

Each article must be approved by the instructor by Week 10 prior to beginning the assignment. Review must be submitted at the start of class on the day assigned. Ten points will be deducted from the grade of the assignment for each calendar day the paper is late.

4. Two quizzes (20 points – 10 points each)

Students will be given two quizzes covering the material presented in the assigned text and class lectures.
5. Mid-term exam (25 points)

A mid-term exam will be given to assess knowledge gained throughout the mid-point of the semester.

6. Final exam (25 points)

A final exam will be given to assess knowledge gained throughout the second half of the semester.

Course Evaluation

Final grade will be determined based on the followings:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5 points</td>
</tr>
<tr>
<td>Evaluation of Research Article</td>
<td>20 points</td>
</tr>
<tr>
<td>Quizzes (2):</td>
<td>20 points</td>
</tr>
<tr>
<td>Mid-term Exam:</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>25 points</td>
</tr>
</tbody>
</table>

TOTAL 100 points

Grading Scale

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

Note: The minimum passing grade for students with a major in the Department of Social Sciences is C, which included Departmental core and major core.

Disabilities and Accommodations

If a student is a person with a disability and anticipates needing accommodations of any type in order to participate in the class, he/she must notify Student Disability Services (Counseling Center at 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, the student should arrange to meet with the professor privately in order to implement these accommodations.

Academic Dishonesty

It is the philosophy of Shaw University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. A student who plagiarizes or cheats — whether giving or receiving information — will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course.
**Course Advisement**

All students are encouraged to meet with the professor as early and as often as he or she feels the need. Students who have academic difficulty may be referred to the AAA Center for additional assistance and advisement.

**Student Classroom Decorum Expectations**

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates; disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress.

Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior constructed by the professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.
## Course Calendar

<table>
<thead>
<tr>
<th>Class Date</th>
<th>SLOs</th>
<th>Content of Class or Unit</th>
<th>Readings</th>
<th>Methods of Instruction</th>
<th>Related Assignment</th>
<th>Teaching Resources</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>SLO #1</td>
<td>Intro. to the course and expectations</td>
<td>Syllabus</td>
<td>-Introduction</td>
<td>Sign on to Blackboard</td>
<td>-Handouts</td>
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<td></td>
<td></td>
<td></td>
<td>Chapter 1</td>
<td>-Discussion</td>
<td></td>
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</tr>
<tr>
<td>W2</td>
<td>SLO #1, 2, 10</td>
<td>Social Work and Research -Evidence-based Interventions in S.W. The Research Process -Steps in Research -Social Work and Research</td>
<td>Textbook, Chapter 1, 2</td>
<td>-Lecture</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
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<td></td>
<td></td>
<td>-Class discussion</td>
<td></td>
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<tr>
<td>W3</td>
<td>SLO #4</td>
<td>Ethical Thinking and Research -IRB</td>
<td>Chapter 3</td>
<td>-Lecture</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
<td></td>
<td>-Class discussion</td>
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<td>Library Visit</td>
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<tr>
<td>W4</td>
<td>SLO #4</td>
<td>Ethical Thinking and Research -Ethical Problems &amp; Guidelines</td>
<td>Chapter 3 Articles</td>
<td>-Lecture</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
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<td></td>
<td></td>
<td>-Class discussion</td>
<td></td>
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<tr>
<td>W4</td>
<td>SLO #3</td>
<td>Single System Designs -Definitions &amp; Key Terms -Types of Designs</td>
<td>Chapter 4</td>
<td>-Lecture</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
<td>-Class discussion</td>
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</tr>
<tr>
<td>W5</td>
<td>SLO #3</td>
<td>Single System Designs</td>
<td>Chapter 4</td>
<td>-Lecture</td>
<td>-Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
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<td></td>
<td>-Class exercise</td>
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<tr>
<td>Quiz #1</td>
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<tr>
<td>W6</td>
<td>SLO #3, 9</td>
<td>Research Designs for Group Comparisons -Types of Designs -Threats to Validity</td>
<td>Chapter 5</td>
<td>-Lecture</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
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<td></td>
<td></td>
<td>-Class discussion</td>
<td></td>
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<tr>
<td>W7</td>
<td>SLO #7</td>
<td>Understanding and Using Research Instruments -Sampling of Instruments -Reliability &amp; Validity</td>
<td>Chapter 6</td>
<td>-Lecture</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Quiz</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-Class discussion</td>
<td></td>
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</tr>
<tr>
<td>W8</td>
<td>SLO #6</td>
<td>Developing Data Collection Instruments: -Open/Closed-ended Questions -Pitfalls in Writing Good Questions</td>
<td>Chapter 7</td>
<td>-Lecture</td>
<td>-Self-administered questionnaires</td>
<td>-OHP, Handouts</td>
<td>-Exam Qs, Assignments</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>-Class discussion &amp; activity</td>
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</tr>
</tbody>
</table>

**“MID-TERM EXAM”**
<table>
<thead>
<tr>
<th>Class Date</th>
<th>SLOs</th>
<th>Content of Class or Unit</th>
<th>Readings</th>
<th>Methods of Instruction</th>
<th>Related Assignment</th>
<th>Teaching Resources</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9</td>
<td>SLO #6</td>
<td>Survey Research -Types of Survey: Strengths &amp; Weakness</td>
<td>Chapter 9</td>
<td>Lecture -Class discussion</td>
<td>-OHP -Handouts</td>
<td>-Exam Qs -Quiz</td>
<td></td>
</tr>
<tr>
<td>W10</td>
<td>SLO #6</td>
<td>Survey Research -Sampling</td>
<td>Chapter 8</td>
<td>Lecture -Class discussion</td>
<td>-OHP -Handouts</td>
<td>-Exam Qs -Quiz</td>
<td></td>
</tr>
<tr>
<td>W11</td>
<td>SLO #6, 9</td>
<td>Unobtrusive Approaches to Data Collection: Secondary Data and Content Analysis -Advantages &amp; Disadvantages -Steps in Content Analysis</td>
<td>Chapter 10 Articles</td>
<td>Lecture -Class discussion</td>
<td>-OHP -Handouts</td>
<td>-Exam Qs -Quiz</td>
<td></td>
</tr>
</tbody>
</table>

**W12**

EASTER & SPRING BREAK – NO CLASSES!!

**W13**

SLO #5 | Qualitative Research -Methods & Steps | Chapter 11 Articles | Lecture -Class discussion | -OHP -Handouts | -Exam Qs

**Quiz #2**

**W14** & 15

SLO #12 | Practice/Intervention Evaluation -Types & Skills of Practice Evaluation Program Evaluation -Types & Skills of Program Evaluation | Chapter 12 Articles | Lecture -Class discussion & activity | -OHP -Handouts | -Exam Qs. -Quiz

**W16**

SLO #8 | Data Analysis -Steps in Data Analysis -The T-test | Chapter 13 | Lecture -Class activity | -OHP -Handouts | -Exam Qs -Quiz

**Evaluation of Research Article Due**

**W17**

SLO #11 | Professional Writing: -Research Report | Chapter 14 | Lecture | -OHP -Handouts | -Exam Qs

**“FINAL EXAM”**
Student Guidelines
(Instructor)

1. Turn off beepers, pagers, cell phones, and any other electronic devices including CD players in class.

2. Eating food, drinking, sleeping, improper sitting, and wearing sunglasses, hats/caps are prohibited in class.

3. Do not talk with classmates about irrelevant subjects in class.

4. If you leave classroom before the class is over without instructor’s permission, it will be regarded as being absent.

5. Read the Shaw University “Student Classroom Decorum Expectations” carefully and abide by them strictly.

6. Reread the course syllabus.

*If a student fails to abide by the Shaw University “Student Classroom Decorum Expectations” or instructor’s “Student Guidelines”, he or she will receive penalty points for a certain behavior described above.
Bibliography


PROBLEM FORMULATION


RESEARCH METHODOLOGY AND DESIGN


**SAMPLING**


**MEASUREMENT**


**DATA COLLECTION AND INSTRUMENT CONSTRUCTION**


**DATA ANALYSIS**


EVALUATING AND IMPLEMENTING FINDINGS


ETHICS


**GRADING CRITERIA FOR RESEARCH ARTICLE EVALUATION**  
(SOW 342-50 / Introduction to Social Work Research)

**STUDENT NAME:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>- Did you include the required contents/subjects and adhere to the specific requirements of the paper?</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>- Did your paper demonstrate correct use of grammar, punctuation, and spelling?</td>
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<tr>
<td><strong>Clarity &amp; Consistency</strong></td>
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<td>- Was your paper well organized and easy to follow?</td>
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<td>- Did the paper demonstrate that you understood the requirements of the paper and addressed them clearly?</td>
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<td><strong>Critical/Original Thinking</strong></td>
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<td>- How well did you identify the contributions and limitations of the research, and suggest implications for social work practice, especially in conclusion?</td>
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<tr>
<td><strong>Attachment of Journal Article</strong></td>
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<td>- Did you attach the copy of journal article used for evaluation to the final paper?</td>
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</table>

**Total Points (Out of 20)**

**Comments:**