

**SOCW 6324-005**

**Research and Evaluation Methods in Social Work II**

**Spring 2014**

**Instructor:** Pam Hancock Bowers, PhD, MSW

**Office Number:** N/A

**Email Address:** [Pamela.hancock@mavs.uta.edu](mailto:Pamela.hancock@mavs.uta.edu), phbowers@uta.edu

**Class Day and Hours:** Online

**Office Hours:** Office hours are by appointment.

**Recycling and sustainability: Please help our fragile environment by recycling this paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the building. Thank you!**

**I. Description of Course Content**

EPAS Policy Statement (Research):

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practices.

Catalogue Description of Course Content:

Advanced course in the application of research principles and techniques. Topics include regression and statistical control, analysis of variance, questionnaire construction, evaluation research, and computerized tabulation and analysis of data. Mini-projects require the student to apply these techniques in the context of social work practice. Required of all students.

Expanded Description of Course Content**:**

Building on previous courses, particularly Research I, in this course an evidence informed approach to social work practice and the delivery of human service program is emphasized. In this course quantitative and qualitative research methods and commonly used statistical procedures and approaches are applied to the evaluation of social work practice interventions and the evaluation of human service programs.

In this course these research skills and knowledge are presented from the perspective of promoting diversity and social and economic justice in the evaluation of social work intervention and the delivery of human service programs.

Student Learning Outcomes:

1. Demonstrate an understanding of the role of research in the evaluation of social work practice and the delivery of human service programs.
2. Display an understanding of ethical, political and managerial implications of conducting evaluation research in human service organizations.
3. Articulate a rational for how evaluation results can be used to improve human services, advance the interest of stakeholders and inform social work practice.
4. Utilize empirical studies as a knowledge base to support professional interventions, programs, and decisions in human service agencies.
5. Develop goals and objectives for practice and program evaluation inclusive of diversity and social and economic justice.
6. Design a valid social work practice and program evaluation with an understanding of issues in evaluation related to cultural diversity, gender, sensitive topics, sexual orientation, and ethical concerns.
7. Determine and use relevant statistical procedures to analyze evaluation data in order to determine effectiveness.
8. Present evaluation results to various audiences in a professional manner.

Note: The course instructor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained. The instructor may assess the class members’ understanding of the course content at any time by administering a pop quiz or other evaluation.

Prerequisite: SOCW 5322

**II. Course Materials:**

Required Texts:

Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable*

*professional* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Royse, D., Thyer, B.A., & Padgett, D. K. (2010). *Program evaluation: An introduction (5th ed.)*.

Belmont, CA: Wadsworth.

Supplemental Texts (not required but recommended for reference):

American Psychological Association. (2001). *Publication manual of the American Psychological*

*Association* (6th Ed.). Washington DC: Author.

Fischer, J. & Corcoran, K. (2007). *Measures for clinical practice: A sourcebook* (4th ed.).

New York: Free Press.

Rubin, A., & Babbie, E. (2008). *Research methods for social work* (6th ed.). Belmont, CA:

Thomson Brooks/Cole. (This is the textbook used in Research I.)

Szuchman, L.T. & Tomlison, B. (2007). *Writing with Style: APA Style for Social Work* (3rd

Edition). Belmont, CA: Brooks/Cole.

Vogt, W.P. (1999). *Dictionary of statistics and methodology; A nontechnical guide for the social*

*sciences*. Newbury Park, California: Sage Publications.

York, R.O. (2009). *Evaluating human services: A practical approach for the human service*

*professional*. Boston, MA: Pearson.

Additional Materials:

All additional readings, e.g., journal articles, will be available on the course Blackboard site in the folder titled, *Additional Readings*. This will be located in the “Syllabus & Readings” section of blackboard. Most classes will also have a set of corresponding PowerPoint slides, all of which will be available on Blackboard under the folder titled, *PowerPoint Slides.* Students are responsible for downloading the readings and PowerPoints for each class.

\*\*All assigned readings should be completed prior to the week of class on which they are assigned.\*\*

#### **III. Course Requirements**

In general, the student is expected to:

1. Log onto Blackboard each week and notify the instructor ahead of time of absences.
2. Read all assigned readings and be prepared to discuss them each week in a class discussion board;
3. Participate in all course exercises/assignments; and
4. Complete all written and test assignments.

As course lecturer, I plan to:

1. Provide lecture material and learning opportunities.
2. Participate in the course discussions.
3. Have your grades reported in a timely manner (throughout the semester and final grade).
4. Provide fair and honest feedback.

Specific assignments include:

1. **Course Exercises**: Various activities, based on readings, and class dialogue (discussions) will be assigned throughout the semester. (Student Learning Outcomes 1-8)
2. **Written Assignments:** There will be one major written assignment to be completed during the semester and a grouping of “homework” or weekly activity assignments. For the major paper assignment, students will be asked to complete a single-subject evaluation project. This is an independent written assignment. The grouping of homework assignments will require students to prepare a weekly journal of all homework. Details for written assignments are found at the end of the syllabus. (Student Learning Outcomes 1-7)
3. **Exam:** One exam will be given in the final week of the semester. The exam will be online on the course Blackboard site: elearn.uta.edu. It is designed to be a cumulative and comprehensive assessment of student learning in this course. (Student Learning Outcomes 1-8)

\*\* All written work submitted for the course should adhere to the guidelines set forth by the Publication Manual of the American Psychological Association. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar will be considered in grading.\*\* The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

**IV. Grading:**

Grading Criteria:

1. Completion of assignments on time.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in discussions and exercises

Grade Itemization

Single Subject Research Design Paper 30%

Homework Activities/Mini Assignments 25%

Final Exam 25%

Class Participation (Discussion Boards) 20%

Grading Scale (%):

A = 90-100 %

B = 80-89.999 %

C = 70-79.999 %

D = 60-69.999 %

Fail = 59 % or lower

To avoid receiving a failing grade due to failure to submit assignments on time or participation in discussion boards, it is the student’s responsibility to withdraw from or drop the class according to University guidelines and time frames. An incomplete grade for the semester will only be considered in the event of a documented medical emergency.

**Students are expected to keep a copy of all assignments submitted.**

**V. Make-up and Late Assignment Policies:**

There will be no “make-up” opportunities. If a student cannot take the exam on the set dates it is available, the student must plan early and notify the professor at least 2 weeks in advance for accommodations. Students who do not complete the exam on the specified date and time will receive a 0. The exam will cover material from the readings, lectures, class discussion, and homework assignments.

Late written assignments will be reduced by ten percent each day that they are late. Exceptions will be made in extraordinary circumstances and with proper documentation (prior to the deadline).

**VI. Additional Class and University Policies:**

Communication:

I am available for appointments on the UTA campus. Additionally, questions and concerns can be communicated to me via email (preferred). I will make every effort to reply within 24 hours. All course materials and announcements will be available on the course site at Blackboard. In addition, all changes in the syllabus and course schedule will be announced through email and on blackboard. **Students are responsible for checking their UTA issued email and the Blackboard site regularly (at least 1x per week).**

Drop Policy:

Refer to the University web site for information about the University class drop policy and to the University calendar for information on the current drop date deadlines.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty **by the second week of class,** of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Written Work**:**

Text citations and reference lists must be in correct APA (6th ed.) format. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington 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. Discipline may include suspension or expulsion from the University.

"Scholastic 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." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Librarian to Contact:

John Dillard in the Social Work Electronic Library, room A-111.

Grade Grievance Policy:

Information may be found in the Graduate Catalog.

**VII. Course Outline/Topics and Readings:**

**Flow of Class**

Each week on Monday morning I will release the folder for that week which will contain your PowerPoints, assignments, and any other related items. Periodically I will offer extra credit within assignments. You are responsible to check the folder for each week as you will be required to participate in weekly discussions and activities.

**Discussions:**

You should participate in weekly discussions; all submissions must be completed by Sunday 11:59pm of the current week. Monday 12:00am rolls over into the following week and assignments submitted after that time will be considered late (10% per day late).

**Weekly Schedule**

**Week One: 1/13/14**

**Topic:** What is Evaluation Research?

**Readings:**

* Royse et al., Ch. 1: Introduction
* Bloom et al. Ch. 1: Integrating Evaluation and Practice
* Faul, A.C., McMurtry, S.L., Hudson, W.W. (2001). Can empirical practice techniques improve social work outcomes? *Research on Social Work Practice, 11*(3), 277-299.

Course Syllabus-Review

**Week Two: 1/20/14**

**MLK Holiday on Monday. No discussion this week!**

**Topic:** Ethical Issues in Practice and Program Evaluation

**Readings:**

* Royse et al. Ch. 2: Ethical Issues in Program Evaluation
* Allen-Meares, P. (2008). Cultural competence: An ethical requirement. *Journal of Ethnic and Cultural Diversity in Social Work, 16,* 3/4, 83-92.
* Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399.
* UTA Human Subjects Protection training module: Extra Credit If you complete this take a screen shot of your completion certificate or print/email a copy to prove your completion and I will award 8 extra credit points which can be applied to the paper or exam.

<http://www.uta.edu/ra/real/loginscreen.php?view=7>

To receive extra credit you must submit via email/blackboard no later than 11:59pm Sunday (2/2/14)

**Week Three: 1/27/14**

**Topic:** Single System Research Designs

**Readings:**

* Bloom et al. Ch. 11: Basic Principles of Single-System Designs
* Bloom et al. Ch. 12: Baselining
* Bloom et al. Ch. 20: Visual Analysis of Single-System Design Data
* Larwin, K.H. & Larwin, D.A. (2008). Decreasing excessive media usage while increasing physical activity: A single-subject research study. *Behavior Modification, 32*(6), 938-956.

**Week Four: 2/3/14**

**Topic:** Conceptualization and Measurement in Practice and Program Evaluation

**Readings:**

* Bloom et al. Ch. 2: Basic Principles of Conceptualization and Measurement
* Royse et al. Ch. 11: Measurement Tools and Strategies
* Hoe, M. & Brekke, J. (2009). Testing the cross-ethnic construct validity of the Brief Symptom Inventory. *Research on Social Work Practice*,19 (1), 93-103

### Nugent, W.R. (2004). A validity study of two forms of the Self-Esteem Rating Scale. Research on Social Work Practice, 14, 287 - 294.

**Assignment:** SSRD Paper Topic-email me by the end of the week (2/10) what your topic will be, who will be involved, how you plan to gather data etc. There will also be a discussion post so you can get ideas from your classmates on your topic and ideas.

**Week Five: 2/10/14**

**Topic: Continued from week 4**

* Bloom et al. Ch. 3: Specifying Problems and Goals: Targets of Intervention
* Royse et al. Ch. 5 (pp. 123-129): Mission Statements, Goals, and Objectives

**Week Six: 2/17/14**

**Topics:** Needs Assessments; Data Analysis for SSRD Using Excel

**Readings:**

* Royse Ch. 3: Needs Assessment
* Bloom et al. Ch. 19: Basic Principles of Analysis
* Berberet, H. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. *Child Welfare, 85*, 361-384.
* Nolin, J., Wilburn, S. T., Wilburn, K. T., & Weaver, D. (2006). [Health and social service needs of older adults: Implementing a community-based needs assessment](http://www.sciencedirect.com.proxy.libraries.rutgers.edu/science?_ob=ArticleURL&_udi=B6V7V-4KPN9XK-1&_user=526750&_coverDate=08%2F31%2F2006&_rdoc=3&_fmt=high&_orig=browse&_srch=doc-info%28%23toc%235852%232006%23999709996%23632401%23FLA%23display%23Volume%29&_cdi=5852&_sort=d&_docanchor=&_ct=15&_acct=C000023759&_version=1&_urlVersion=0&_userid=526750&md5=84eeed5a57778b9a41e7644466b229c2). *Evaluation and Program Planning, 29*(3), 217-226.

**Week Seven: 2/24/14**

**Topics:** Data Analysis for Program Evaluation Using SPSS

* Data Entry
* Data Coding
* Descriptive Statistics

**Readings:**

Royse et al. Ch. 14: Data Analysis

**Week Eight: 3/3/14**

**Topics:** Formative and Process Evaluations; Client Satisfaction Surveys  
**Readings:**

* Royse et al. Ch. 5: Formative and Process Evaluations
* Royse et al. Ch. 6: Client Satisfaction Studies
* Royse et al. Ch. 13: Pragmatic Issues
* Mareschal, P.M., McKee, W.L., Jackson, S.E., & Hanson, K.L. (2007). Technology-based approaches to preventing youth violence: A formative evaluation of program development and implementation in four communities. *Youth Violence and Juvenile Justice, 5*, 168-187*.*
* Abram, F.Y., & Linhorst, D. (2008).A process evaluation of collaborative planning for children of prisoners. *Administration in Social Work*, *32*(1), 39-54.
* Garland, A.F., Haine, R.A., & Boxmeyer, C.L. (2007). Determinates of youth and parent

satisfaction in usual care psychotherapy. *Evaluation and Program Planning, 30*, 45–54.

**Week Nine: Spring Break March 10-16**

**Week Ten: 3/17/14**

**Topic:** Sampling

**Readings:**

* Royse et al. Ch. 8: Sampling
* O’Connell, A.A. (2000). Sampling for evaluation: Issues and strategies for community-based HIV prevention programs**.** *Evaluation and the Health Professions, 23*(2), 212-234.
* Peterson, J.A., Reisinger, H.S., Schwartz, R.P., Mitchell, S.G., Kelly, S.M., Brown, B.S., & Agar, M.H. (2000). Targeted sampling in drug abuse research: A review and case study. *Field Methods*, 20, 2, 155–170.

**Week Eleven: 3/24/14**

**Topics:**

Group Research Designs

Cost Effectiveness

Cost Analysis

**Readings:**

* Royse et al. Ch. 9: Group Research Designs
* Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis
* Jani, J.S., Ortiz, L., & Aranda, M.P. (2009). Latino Outcome Studies in Social Work: A Review of the Literature. *Research on Social Work Practice, 19*(2), 179-194.
* Carney, M.M., & Buttell, F.P. (2006). An evaluation of a court-mandated batterer intervention program: investigating differential program effect for African American and White women**.** *Research on Social Work Practice*, *16*(6), 571-581.
* Foster, E.M., Porter, M.M., Ayers, T.S., Kaplan, D.L., Sandler, I. (2007). Estimating the costs of preventive interventions. *Evaluation Review, 31*(3), 261-286.
* Wolff, N.,Helminiak, T.W., Morse, G.A., Calsyn, R.J., Klinkenber, W.D., & Tursty, M.L. (1997). Cost-effectiveness evaluation of three approaches to case management for homeless mentally ill clients. *American Journal of Psychiatry, 154*, 341–348.

**Week Twelve: 3/31/14**

**Topics: Writing for Impact**

Program Evaluation Exercises

How do you report your findings?

**Week Thirteen: 4/7/14**

**Topics:**

Qualitative and Mixed Method Approaches to Program Evaluation

Mixed Methods

**Readings:**

* Royse et al. Ch. 4: Qualitative and & Mixed Methods in Evaluation
* Hanson, W.E., Creswell, J.W., Plano Clark, V.L., Petska, K.S., Creswell, J.D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology, 52*(2(, 224-235.
* Slayton, J. & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record, 107*(12), 2543-2565.

**Assignment:** SSRD Final Paper Due by 4/13 11:59pm. Please submit the paper under safe assign in the Assignments section of blackboard. If you have trouble, email a copy to me before the deadline!

**Week Fourteen: 4/14/14**

**Topics:**

Disseminating Findings

**Readings:**

* Royse et al. Ch. 15: Writing Evaluation Proposals, Reports, and Journal Articles

**Week Fifteen: 4/21/14**

**Topics:** Politics of Program Evaluation

**Readings:**

* Clayson, Z.C., Castañeda, X., Sanchez, E., & Brindis, C. (2002). Unequal power—changing landscapes: Negotiations between evaluation stakeholders in Latino communities. *American Journal of Evaluation, 23,* 33-44.
* Royse, D., & Dignan, M. (2008). The Appalachia Community Cancer Network: Issues and challenges in evaluation. *Research on Social Work Practice, 18*(5), 507-513.

**Week Sixteen: 4/28/14**

**Topics: Exam Review**

**Homework Due by 11:59pm 4-28-13 (NO LATE PACKETS ACCEPTED)**

**Week Seventeen: 5/5/13**

\*\*Online Exam \*\* Exam will be available to take anytime between Monday and Tuesday 5/5 to 5/6 and may be taken anywhere from 12midnight 5/5 to 11:59pm 5/6. It is recommended you plan for 3 hours to take this exam and possibly even 4 should you have any technical difficulties. Additional details about the final exam will be available at least one week ahead of time.

***\*\* This schedule is subject to change to meet the needs of the class\*\****

**Description of Assignments**

**Homework Packet**

Homework will be assigned to replace learning activities that would occur if we were meeting in a traditional face-to-face format. The assignments are meant to create skill building in program evaluation activities. You may work individually or with others on these assignments but if you work with others on these, be sure to include everyone’s name on the title page of the activity. You will still turn everything in on your own, however.

Although homework will be assigned periodically, you will only be responsible for submitting them on the last week of class. Please do not submit them weekly-they must be compiled into one packet (aka-a long word document).

Homework submitted after 4/28/13 will not be accepted, no exceptions will be made; submit the packet early if you have any reservation about not having it in on time.

To submit your homework: you should prepare each assignment professionally, in APA formatting and compile them into one document (Microsoft Word or PDF). Think of your homework as a journal of your weekly work in the class, and create a logical flow of assignments with appropriate headings and titles to indicate which assignment you are responding to.

There will be a link to submit your homework packet in Blackboard under the “assignments” section found on the left menu.

List of Activities

1. Evaluation (cookies or other product)
2. Movie Questions
3. Journal Article exercise (Larwin and Larwin)
4. Levels of measurement grid
5. SSRD Practice graphing
6. Logic model
7. Needs assessment (brainstorm)
8. Forcefield powermapping

**Single Subject Research Design Paper**

Student Learning Outcomes: 1, 3-7

Due Dates:

Beginning of Week Four, 2/3-2/10--Paper Topic (Post in discussion board for this week and email for approval)

End of Week Thirteen, 4/13 (11:59pm)– Final Paper (Submit through blackboard)

Instructions:

This is an individual assignment. By the fourth week of the semester, identify an individual with whom to implement a single case intervention and evaluation. This may be any individual in your life, not necessarily people with whom you are working in a professional social work capacity. During the course of the semester, implement an intervention with this individual or group to help change an identified behavior. This will involve identifying:

* The target goal as identified in the case plan.
* The behavior or behaviors the proposed intervention is attempting to change.
* The measure used to assess the change of the behavior.
* The means by which you will collect data about the change.

Once you’ve identified a target goal, design an intervention with this person or group. By giving them a voice in the intervention, you are helping them to be empowered in the change process. You can also investigate interventions in the literature and make modifications/adaptations to it as necessary. Keep in mind, this is a short-term project and as such, results of an intervention have limited implications as well as only minimal changes (if any), so don’t feel stressed to have an intervention with major changes!

Examples of previous SSRD topics:

* Budgeting (help someone reach a savings goal)
* Organization (time management etc.)
* Health interventions (weight loss, muscle strength, meditation etc.)
* Nail biting (Onychophagia)
* Anger management, and other behavioral management.

As you implement the intervention, you will write a paper documenting the planned change and the results of the implementation. The paper is not graded on whether the intervention worked, it is about the methodology and application of the SSRD design.

The paper should be 11-15 pages, using APA format.

The outline listed below provides a guide for you to follow. Take the time to read the student example papers to gather an idea of high scoring papers.

1. Introduction (2 pts.)
   1. Briefly: Introduce single system designs and give the audience an idea of what your SSRD will be about.
2. Statement of the problem (8 pts.)
   1. Describe the case (individual or group), e.g. age, gender, work, marital status, etc.
   2. What is the problem or behavior they would like to change?
   3. What is the goal he/she wants to achieve (short term and long term)?
   4. Why?
3. Literature Review (20 pts.)
   * + Remember this is NOT an annotated bibliography—the literature review should synthesize information from the literature including:
   1. What is the extent of the problem (do others experience this problem?, how is it addressed?)
   2. What interventions have been done before on this topic?
   3. What measures have been used to assess change for this behavior?
   4. What about cultural competency – are certain interventions and measures more or less effective with specific groups?
   5. End the lit review with a hypothesis (based on the literature, what do you think will happen)
4. Methodology (20 pts.)
   1. Systematically (step by step) describe how you embarked on the study
   2. What will you measure/what are the variables? (independent and dependent variables)
   3. What type of design did you use? Describe the design.
   4. How did you measure the variables?
   5. How/when did you collect the data?
5. Results (15 pts.)
   1. What did you find?
   2. Include a graph of your trend line (10 points in this section go to the graph)
      * Be sure to include the baseline/intervention line
      * Proper headings are important.
   3. To what extent did the intervention work?
6. Discussion (20 pts.)
   1. Why did the intervention work or not work?
   2. Limitations of your methodology, limitations of this project, your interventions etc.
   3. Internal/external validity conclusions.
   4. Recommendations for others with this type of intervention and with this type of design.
7. Overall Quality of the Paper (15 pts.)
   1. APA Style
   2. Flow of writing (i.e. professionally written, clean or choppy)
   3. Grammar, spelling, proofing