Gallaudet University
Department of Social Work

SWK 756: Quantitative Social Work Research

Professor:
E-Mail:   Office:
Phone:
Office Hours:
Class Meeting Days/Times:
Credits: 3

COURSE DESCRIPTION

This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of quantitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate alternative designs or models for research and evaluation, including group and single-system designs. Students learn to analyze quantitative data by applying appropriate statistical tests. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

Sensitivities to ethical issues in the conduct and reporting of research and evaluation are developed and refined as students identify and resolve ethical dilemmas in research and compare them with similar issues faced in practice. The impact of personal and societal values on the outcomes and use of research and evaluation is addressed. Emancipatory (or action research) principles are emphasized, and students learn to employ them in the design and conduct of studies. Students learn about the use of deaf participants in research studies and the ethical implications inherent in working with members of cross-cultural groups.

Students apply knowledge about the characteristics and needs of diverse populations and populations-at-risk in evaluating existing reports and by beginning the design of an evaluation project based on their internship experiences or special interests in the field of social work practice. Students learn how to integrate diverse socio-cultural values (i.e. language, mores, norms, etc.) into research designs in ways that are respectful and appreciative of diversity. In addition, they address issues that may affect participants from populations who are at risk for oppression, discrimination, and prejudice. Students design a data collection project, and as part of their proposals, they must include specific sections about how they plan to address issues of
ethical research and sensitivity to members of diverse groups and populations-at-risk (both of which include deaf individuals). This project may be expanded in subsequent courses (SWK 791) to include a proposal for data analysis and/or a research project to include a focus on Deaf and Hard of Hearing populations.

The current course requires students to use knowledge gained from experiences in the liberal arts about major events in human history, human approaches to understanding based on studies in philosophy and ethics, and methods of systematic critical thinking and problem solving. Concurrent courses (HBSE, Policy, Practice, and Internship) provide students with ideas for research and evaluation projects as they provide content and experiences related to human development and diversity, effects of policy on the lives of individuals and groups, and application of problem-solving approaches in practice and program development. Action research principles (participatory research) addressed in this course are particularly supportive of practice using a strengths perspective and promoting individual autonomy and appreciation for diversity in cultural and life experiences. Information and experiences in this course will be related to that in concurrent and advanced-year courses to encourage students to: (a) appreciate the inter-relatedness of systems and the advantage of observing these systems through a theoretical frame of reference (HBSE) in order to understand, explain, or predict behavior; (b) link knowledge being acquired in practice courses and internships with problem-solving techniques employed in evaluation and research; (c) recognize ways in which program and policy evaluation can be used to address issues raised in policy classes and ways in which policy evaluation will affect their own practice.

** This course is open to students in other majors who seek to learn about quantitative research design and analysis.

Pre-requisite/Co-requisite courses: None

**PROGRAM LEARNING OUTCOMES (COMPETENCIES)**

The Council on Social Work Education identifies 10 core competencies which guide the competency-based curriculum for accredited programs. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. In this course, students will demonstrate the following competencies:

1. (EPAS 2.1.3): Apply critical thinking to inform and communicate professional judgments.
2. (EPAS 2.1.6): Engage in research-informed practice and practice-informed
3. (EPAS 2.1.10(a)–(d)): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EPAS 2.1.10(d)—Evaluation
National Association of Social Workers School Social Work Standards:

In addition to CSWE’s Competencies, the National Association of Social Workers (NASW) identifies eleven professional standards for school social workers which are met in the MSW Program. In this course, students will demonstrate the following standards:

Standard 5. Decision Making and Practice Evaluation: School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Gallaudet University Professional Education Programs (PEP) identifies the following conceptual standards for education across disciplines and in each course. The MSW program integrates these standards into all parts of the curriculum. These conceptual standards are:

1. Promotes Bilingual/Bicultural Competence
2. Engages in Theory-Based Practice
3. Acts as a Reflective Change Agent
4. Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.

STUDENT LEARNING OBJECTIVES (FOUNDATION PRACTICE BEHAVIORS)

CSWE’s practice behaviors are the operationalization and integration of the competencies that students in the MSW program should be able to perform as a result of taking this course. In this course, students will demonstrate the following practice behaviors:

- PBF11: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3);
- PBF12: analyze models of assessment, prevention, intervention, and evaluation (EP 2.1.3); and
- PBF13: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (EP 2.1.3).
- PBF21: use practice experience to inform scientific inquiry (EP 2.1.6); and
- PBF22: use research evidence to inform practice (EP 2.1.6).
- PBF32: collect, organize, and interpret client data (EP 2.1.10b);
- PBFSSW9: Stay current with school based intervention research and use evidence informed practices in service delivery (EP 2.1.6).
- PBFSSW10: Conduct systematic assessment, data gathering at multiple levels using a variety of methods to assess the needs, characteristics and interactions of students, families, and school environment (EP 2.1.10b).

**STUDENT LEARNING OUTCOMES MATRIX**

The following chart illustrates the integration of the educational standards and practice behaviors of the Council of Social Work Education (CSWE), NASW School Social Work Standards, and the Gallaudet University Conceptual Framework. Course units and learning opportunities are identified as well as the critical assessments which measure student skills. Finally, the benchmarks for student achievement are identified.

<table>
<thead>
<tr>
<th>CSWE Competency (2.1.10(a-d))</th>
<th>NASW School Social Work Standard (1 – 11)</th>
<th>CSWE- &amp; NASW-Based SLO’s (Practice Behaviors)</th>
<th>GU Conceptual Framework (PEP) (1 – 4)</th>
<th>Course Unit &amp; Learning Opportunities</th>
<th>Assessments</th>
<th>Benchmark of Achievement</th>
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<tbody>
<tr>
<td>2.1.3 (Critical thinking)</td>
<td>5</td>
<td>11, 12, 13, SSW9, SSW10</td>
<td>1, 2, 3</td>
<td>Units 1-14; Homework assignments; Final poster presentation; class participation</td>
<td>Homework rubrics; Final poster presentation rubric; participation rubric</td>
<td>90% of the students will achieve at least an 83% on each assignment</td>
</tr>
<tr>
<td>2.1.6 (Research-informed practice)</td>
<td>5</td>
<td>21, 22, SSW9, SSW10</td>
<td>1, 2, 3</td>
<td>Units 1-2; Homework assignments Final poster presentation</td>
<td>Homework rubrics; Final poster presentation rubric</td>
<td>90% of the students will achieve at least an 83% on each assignment</td>
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<tr>
<td>2.1.10(d) (Evaluate systems)</td>
<td>5</td>
<td>32, SSW9, SSW10</td>
<td>1, 2, 3</td>
<td>Units 3-14; Homework assignments Final poster presentation</td>
<td>Homework rubrics; Final presentation rubric</td>
<td>*</td>
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**Instructional Methods**

Students taking this course will use various forms of technology in this course. Students should be familiar with using Blackboard and YouTube. If you have trouble with the technology, you
may contact the helpdesk at http://helpdesk.gallaudet.edu. Students must have access to a computer; they are available for use in the social work student lab and other university computer lab sites.

**COURSE REQUIREMENTS**

**Required Texts:**


**Recommended Texts:**


**Selected Readings:**


* Other readings may be assigned by the professor during the semester.

Course Assignments:

The following activities and products will be used to evaluate student performance in the class:

- **50%** Homework assignments and Online quizzes.
- **40%** Final research poster presentation
- **10%** Attendance and quality of participation in class activities

**Each assignment is converted to a percentage score which can be averaged to determine your course grade at any point during the semester.**

**Homework and Online Quizzes (50%)**

Students will have weekly homework and/or online quizzes to reinforce the material learned throughout the semester. These assignments help inform the student and instructor where learning is mastered, emerging, or weak. The assignments and quizzes given are designed to strengthen students’ competencies for all course objectives. Students are expected to complete the assignments by the deadlines. Online quizzes are administered via Blackboard. Assignments turned in late are subject to a 10% penalty for each week the assignment is late. Assignments are weekly, totaling approximately 12, and are averaged by percent.

**Final Poster Presentation (40%)**

Students will be guided through a semester-long research project. At the completion of the semester, students will use the knowledge they have gained and the data collected to complete a professional-quality poster presentation. This assignment is designed to allow the student to demonstrate competency of the course and program objectives. The final poster presentation must include the following components:

1. Research question
   a. Purpose and rationale for the study
   b. Background information about the problem
   c. Formal research question
2. Literature review
   a. Review of research literature that relates to the topic of study
3. Methodology
   a. Participants
   b. Measures (include data collection tool)
c. Procedures

d. Ethical considerations for participants of diverse groups and populations-at-risk

4. Results

5. Discussion
   a. Summary of findings
   b. Reliability and validity issues
   c. Implications for future research and/or practice

6. References (at least 10)

**Attendance and quality of participation in class activities (10%)**

Peer review is a vital component to scholarly research. When on a research team, each team member is expected to contribute to the overall study. This assignment is designed to inform the student not only about the quantity of participation in the class, but also the quality of the student’s participation. Students are expected to attend each class session. If a student is unable to attend class, (s)he is expected to gather notes and information about the class from other classmates. While attendance is at the discretion of the student, the professor will not re-teach the material to a student who missed class unless the student produces a note from a physician or qualified professional. This assignment will be evaluated by the professor and students in the class. At the end of the semester, each student (along with the professor) will evaluate the quality of participation and discussion in the class. This grade will be a compilation of all peer ratings and averaged to produce a final participation grade.

**Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for completion of coursework, the transfer of coursework from another accredited institution, or the evaluation of college-level prior learning. One credit hour (at least 50 minutes) reflects an amount of work represented in the intended learning outcomes and verified by evidence of student achievement for these learning outcomes. A credit hour for this course is awarded on the basis of the following criterion. For this 3-credit class, students will receive a minimum of 37.5 hours of in-class instruction and a minimum of 75 hours of out-of-class or homework instruction per semester.

**Class Supplies:**

The data analysis component class includes statistical analyses. For these units, students should bring a USB or other storage device to save data to use outside of class. Course content of quantitative analysis relies heavily on either SPSS, the statistical software package, or Microsoft Excel (depending upon instructional method). These programs will be available for classroom use and in the social work lab for homework and additional assignments. Students may check with a staff member in the university lab to see if SPSS is available in particular areas. Students may be taught to do hand calculations of many statistical formulas. A calculator is strongly
recommended (make sure it has a square root function). The calculator need not be sophisticated.

**Writing Style:** Students are required to follow APA (American Manual of Style, 6th edition, criteria for their assignments. See the example below:


**GALLAUDET UNIVERSITY POLICIES**

**Grading Policy:**

The following grading system applies to graduate courses. Website: [http://www.gallaudet.edu/catalog/registration_and_policies/graduate_policies/grading_system.html](http://www.gallaudet.edu/catalog/registration_and_policies/graduate_policies/grading_system.html)

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<thead>
<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>Definitions</th>
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<tr>
<td>A+</td>
<td>4.0</td>
<td>Outstanding</td>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<td>B+</td>
<td>3.3</td>
<td>Good</td>
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<td>B</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>Unsatisfactory</td>
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<td>C+</td>
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<td>C</td>
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<td>F</td>
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<td>Failing, No Credit</td>
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<td>XF</td>
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<td>Academic Integrity Policy Violation, No Credit</td>
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<td>NG</td>
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<td>No Grade for GPS 798 and GPS 898 Continuous Enrollment*</td>
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<td>WP</td>
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<td>Withdrawn Passing*, No Credit</td>
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<td>AU</td>
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<td>AF</td>
<td>Audit Not Completed* No Credit</td>
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Academic Integrity Policy:

Refer to Gallaudet University’s Academic Integrity Policy located at:

http://www.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity/Student_Standards.html

Students with Disabilities Policy:

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities in addition to being deaf. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the Office for Students with Disabilities (OSWD) web site, www.gallaudet.edu/oswd.xml. The Reasonable Accommodation policy is also online: www.gallaudet.edu/af/aos110.xml

COURSE OUTLINE

Unit 1: 1/25/2013

Topic: (Introduction) Research questions & Literature review

Students learn how to ask appropriate research questions and identify variables. Discussion focuses on levels of measurement, operationalizing variables, and clarity of questions. Students learn the reasons for reviewing literature and how to organize literature sources.

Readings:


Assignment: Homework as assigned by instructor.

Unit 2: 2/1/2013

Topics: (Ethics) Ethical Research; (Method) Measurement and sampling.
Students learn about the role and function of the Institutional Review Board and guidelines for protection of human subjects. Ethics and measurement are discussed from an emancipatory perspective, taking into account issues related to diversity, populations-at-risk, and children.

Students learn how to operationalize variables and identify the levels of measurement. They learn how to select participants for research studies. Concepts of probability as well as nonprobability sampling methods are introduced. An overview of sample size and its impact is discussed.

**Readings:**


**Assignment**: Homework as assigned by instructor.

**Unit 3: 2/8/2013**

**Topic**: *(Method)* Single system designs as practice evaluation

Students learn about the purpose and function of single system designs in the evaluation of interventions. Discussion focuses on evaluation of micro, mezzo, and macro client systems with particular emphasis on field experiences.

**Readings:**


**Assignment**: Homework as assigned by instructor.

**Unit 4: 2/15/2013**

**Topic**: *(Method)* Group experimental designs

Students learn about validity and reliability issues. They learn various group experimental and quasi-experimental designs, including ethical issues related to experimental research with diverse groups and populations-at-risk.
Readings:


Assignment: Homework as assigned by instructor.

Unit 5: 2/22/2013

Topic: *(Method)* Survey research and standardized instruments

Students learn about the role and function of survey research, including the use of standardized instruments and questionnaires for social work practice. Students practice using rapid assessment instruments and learn how to understand scale norms and scoring. Ethical considerations are discussed, especially as they relate to studying diverse groups and populations-at-risk.

Readings:


Assignment: Homework as assigned by instructor.

Unit 6: 3/1/2013

Topic: *(Method)* Evaluation research as practice evaluation

Students learn to design studies that can be used to evaluation interventions at the agency and community levels. Students learn the differences between formative and summative evaluation studies, including cost-benefit analysis.

Readings:

Assignment: Homework as assigned by instructor.

Unit 7: 3/8/2013

Topic: (Method) Research with children and adolescents

Students learn to develop selective research strategies for children and adolescents. They identify issues that may be unique to the populations, and strategies for managing them. Students discuss specific considerations, including IRB- and school-related issues.

Readings:


Assignment: Homework as assigned by instructor.

Unit 8: 3/15/2013

Topic: (Results) Measures of central tendency and variability

This unit introduces measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance, range).

Readings:


Assignment: Homework as assigned by instructor.

Spring Break: No class 3/18/2013 to 3/22/2013
Unit 9: 3/29/2013

Topic: (Results) Testing hypotheses, probability, and standard scores

This unit introduces students to the purpose and use of standard scores. Students learn about testing hypotheses, include research hypotheses and null hypotheses. Students learn about probability and its uses.

Readings:


Assignment: Homework as assigned by instructor.

Unit 10: 4/5/2013

Topic: (Results) Association and correlation

Students learn the concepts of association and how to conduct Pearson Product Correlations and Spearman Rho correlations.

Readings:


Assignment: Homework as assigned by instructor.

Unit 11: 4/12/2013

Topic: (Results) Differences between groups

Students learn about independent and matched sample t-tests. The unit introduces their purposes and uses to compare means between groups.

Readings:


Assignment: Homework as assigned by instructor.
**Unit 12: 4/19/2013**

**Topic:** *(Results) ANOVA*

In this unit, students learn how to conduct one-way analysis of variance. They learn its purpose and uses to compare multiple independent variables with one dependent variable.

**Readings:**


**Assignment:** Homework as assigned by instructor.

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**Unit 13: 4/26/2013**

**Topics:** *(Results) Nonparametric tests; (Discussion) Components of a discussion section*

In this unit, students learn when to use nonparametric tests. Students are introduced to Chi-square, Cramer’s Phi, Mann-Whitney U Test, and Wilcoxon’s Matched-Pairs tests. In addition, students learning the components of a discussion section.

**Readings:**


**Assignment:** Homework as assigned by instructor.

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**Unit 14: 5/3/2013**

**Topic:** *(Discussion) Writing a discussion section*

Students learn how to write the discussion sections of quantitative research reports. Students critically analyze the strengths and weaknesses of their study design. They reflect upon how the results of their study contribute to social work practice and the research base of the profession.

**Readings:**


**Assignment:** Final project due.

Note: The instructor reserves the right to correct or modify the syllabus as necessary at any time during the semester. Changes will be put in writing and announced on Blackboard.
Participation

This quality of participation will be determined by your professor and your classmates. Why are we doing this? This is part of peer-review. In research, we do a lot of peer-review and provide feedback from each other's work. This will be a great experience and practice for you to do the peer-review of each other's quality of participation in class. Your participation grade will be an average of the class' (and professor's) ratings.

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<th>0</th>
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<tr>
<td>None</td>
<td>significant &amp; quality contribution to class</td>
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<th>Student:</th>
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<tr>
<td>Participates in class discussion actively.</td>
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<td>Shares feedback and insights.</td>
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<td>Asks questions.</td>
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Final Presentation

This goal of this assignment to demonstrate your ability to master the following practice behaviors:

- PBF11: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3);
- PBF12: analyze models of assessment, prevention, intervention, and evaluation (EP 2.1.3); and
- PBF13: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (EP 2.1.3).
- PBF21: use practice experience to inform scientific inquiry (EP 2.1.6); and
- PBF22: use research evidence to inform practice (EP 2.1.6).
- PBF32: collect, organize, and interpret client data (EP 2.1.10b);
- PBFSSW9: Stay current with school based intervention research and use evidence informed practices in service delivery (EP 2.1.6).
- PBFSSW10: Conduct systematic assessment, data gathering at multiple levels using a variety of methods to assess the needs, characteristics and interactions of students, families, and school environment (EP 2.1.10b).

For this assignment, you must either write a professional research paper or make a presentation (to be determined by instructor). The following components are required:

1. Introduction
   a. Purpose and rationale for the study
   b. Background information about the problem
   c. Formal research question
2. Literature review
   a. Review of research literature that relates to the topic of study
3. Methodology
   a. Participants
   b. Measures (include data collection tool)
   c. Procedures
   d. Ethical considerations for participants of diverse groups and populations-at-risk
4. Results
5. Discussion
   a. Summary of findings
   b. Reliability and validity issues
   c. Implications for future research and/or practice
6. References (at least 10)
## Grading Criteria

### FINAL PRESENTATION

0 = component is missing from the assignment

1 = component superficially addressed; missing detailed analysis; may have some incorrect information

2 = component adequately addressed; evidence of beginning mastery of the content area; may lack depth

3 = component addressed well; evidence of mastery of the content area

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>CONTENT: Introduction (10%)</strong></td>
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<tr>
<td>Clearly explains the purpose and rationale.</td>
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<td>Clearly summarizes the background information or problem.</td>
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<td>Clearly states the hypotheses and research question(s).</td>
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<td><strong>CONTENT: Literature Review (10%)</strong></td>
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<td>Clearly summarizes the literature reviews.</td>
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<td>Clearly shows how the reviews are relevant to the study.</td>
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<td>Clearly includes all 10 references.</td>
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<td><strong>CONTENT: Methodology (20%)</strong></td>
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<td>Clearly includes the sampling plan of participants.</td>
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<td>Clearly summarizes the data processing and analysis.</td>
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<td>Clearly includes the ethical considerations (diversity &amp; population-at-risks) and protocols.</td>
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<td><strong>CONTENT: Results (20%)</strong></td>
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<td>Clearly includes descriptive statistics of participants that are relevant to your study.</td>
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<td>Clearly shows the data summary of results of your two items.</td>
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<td>Clearly explains the results overall.</td>
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<td><strong>CONTENT: Discussion (20%)</strong></td>
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<td>Clearly includes summary of findings.</td>
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<td>Clearly explains the strengths and limitations.</td>
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<td>Clearly discusses the implications and future research studies.</td>
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<td><strong>PRESENTATION (20%)</strong></td>
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<tr>
<td>Presentation is communicated clearly.</td>
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<td>Presentation is clearly organized.</td>
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<tr>
<td>Presentation includes citations and references throughout following the APA guidelines.</td>
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<tr>
<td>Presentation is concise (time-wise) and clear.</td>
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<tr>
<td>Presentation copy is ready and handed out to professor (for classmates is optional)</td>
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<td>Presentation is creative, engaging, and used visual aids.</td>
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<td>Presentation is delivered in a professional manner.</td>
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Bibliography


Additional References for Further Information about Research procedures:


