

**Master of
Social Work Program**

**Department of Social Work
2003-2004**

**Research Project
Manual**

Southern Connecticut State University

SOUTHERN CONNECTICUT STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

GRADUATE RESEARCH MANUAL

2003-2004

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FOREWORD

This is your updated version of the MSW Research Project Manual. Please note that this revised manual includes a supplement entitled, “Case Study Process Research Method,” found on pp. 17-18. It reflects a great deal of faculty collaboration, and is designed to help you through the process of developing a research proposal, and carrying out a scholarly research project.

Your Research Advisor (seminar instructor) is central to this process. He or she will help you produce a research project that reflects the culmination of your graduate program. In addition, your research project will enhance your ability to evaluate and assess your professional intervention with clients or social work practice more broadly.

Doing your Research Project will be a demanding and rewarding experience. It will be an accomplishment you may rightfully be proud of.

We offer you our support and best wishes.

Sincerely,

Jack Paul Gesino, DSW, LCSW
Chair, Research Sequence

Mark Senzer, MSW, LCSW
Coordinator, MSW Program

Todd Rofuth, DSW
Chairperson, Department of Social Work

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SECTION I

BASIC INFORMATION

RATIONALE

As professionals it is important for us to be able to account for the work we do and to be able to answer the question, “Was my work helpful to the client(s)?”, from a clinical or managerial perspective.

The expectation is that the Research Project be designed so students develop clinical / managerial skills in their practice and research skills to evaluate their practice.

PROCESS

It is important that you recognize that the Research Project in its entirety and all of the pieces of work that make it up represent learning activities, and as such will require new levels of practice and research activity. You will be learning and developing new levels of analysis, research, and writing skills which may require more sophistication than previous assignments. In addition, if as part of the research you will be offering direct social work intervention, it will be essential to take steps, through consultation, supervision and study, to maximize the possibility that your work will be helpful to clients. This is an important ethical consideration.

PROCESS AT FIELD PLACEMENT

From the beginning of your field placement, it will be important for you to speak with your supervisor and **find out what the agency's protocols are regarding conducting agency based research**. In agencies where no protocols exist, the student is expected to initiate a process to inform the agency's director and appropriate agency personnel about the research plan, the purpose, and the design of the study. In addition, the student will need to discuss the implementation of procedures to be used to protect the rights and the confidentiality of clients.

The field supervisor is not responsible for the supervision of research methodology or the writing of the Research Project. However, it is expected that the field supervisor will be both supportive and helpful to the student while he/she is conducting the study. The field supervisor should be informed of the purpose, process, procedures and results of the student's research project.

The student should offer to give a copy of the final approved project to the agency and offer to present an overview to agency staff. The agency is not obliged to accept the offer.

IF A STUDENT EXPERIENCES PROBLEMS CONDUCTING RESEARCH AT THE AGENCY, YOUR RESEARCH ADVISOR (FACULTY LIAISON) SHOULD BE CONSULTED IMMEDIATELY. DO NOT WAIT!!

ROLE OF FACULTY AND STUDENTS

In addition to the faculty advisor (seminar instructor), the proposal and final version must be approved by the second reader and the Chairperson of the Department of Social Work. The specific roles and functions of each person involved are described below.

Student

The student and the faculty advisor have the common goal of successful completion of the student's research manuscript. It is the primary responsibility of the student to write a quality Research Project Proposal, to conduct the project evaluation, to analyze the data, and to complete a Research Project which meets the standards set by the Department of Social Work and the Graduate School of the University.

It is the student's responsibility to work with the advisor constructively and to produce a high quality Research Project. The student should schedule regular meetings with his/her advisor. The Research Project must be free of both grammatical errors and typing errors. It is the student's responsibility to edit and proof drafts prior to submitting to the seminar instructor. Research Advisors have been instructed to return manuscripts that do not meet this standard.

Research Project Advisor (Seminar Instructor)

Your Research Project Advisor has a commitment and a responsibility to facilitate your success in the completion of a high quality Research Project. Your advisor will work with you on an individual basis as well as serving as an instructor for the Research Project seminar.

The Research Advisor is responsible for supervising students with regard to the style and content requirements of the Research Project and the standards set by the Department of Social Work and the University.

Second Reader

The second reader functions as a consultant to the faculty advisor. Typically, the Second Reader is involved in the reading of the final draft of the Research Proposal and the reading of the final version(s) of the Research Project. The second reader does not directly communicate with the student, rather his/her comments are communicated to the advisor. The second reader must sign the approval page before the proposal or the Research Project can be forwarded to the Chairperson.

Chairperson

The Chairperson of the Department of Social Work has the administrative responsibility of reviewing the final version of the Research Project to determine if it meets the department's requirements set forth in the Research Manual and by the University. The Chairperson forwards any deficiencies directly to the faculty advisor and informs the advisor when the Research Project has been signed.

RESEARCH INVOLVING HUMAN SUBJECTS

All research involving human subjects done on the premises of SCSU or anywhere else by faculty, students, or staff must be reviewed and approved by the Institutional Review Board for Human Research (IRB) prior to its initiation. The IRB form must be submitted by the first Tuesday of each month in order to be reviewed in that month. The form appears in the Appendix of this manual.

It will be important to submit the IRB form as soon as possible. We have been working with the Board to expedite the process and have found that students who have their material in early (first Tuesday in October) receive the fastest reply. We are aware that this may be unrealistic for some students, but a reasonable approximation of your study is acceptable in filing the IRB forms. Be sure to retain a copy of the submitted IRB form.

SCHOLARSHIP

Southern Connecticut State University expects a high standard of ethical behavior on the part of all persons involved in research and other scholarly work. Students and faculty are encouraged to obtain and read a copy of the "Report of the Association of American Universities Committee on the Integrity of Research." Copies are available in the Graduate Office, EN 118. Below are adapted excerpts from the report with added material developed by the Graduate Council that has been accepted as policy by the School of Graduate Studies.

Violations of honesty and integrity in research and other scholarly work strike at the heart of academic enterprise. The integrity of scholarship is an essential part of our intellectual and social structure and must be maintained. Advances in knowledge depend upon trustworthy data and honestly reported conclusions. Anything less will seriously undermine the academic enterprise and erode public confidence in those responsible for its conduct.

The integrity of scholarship must depend largely on self-regulation; it is a major responsibility of all who engage in the search for knowledge. Although everyone involved in scholarship must be active in the prevention of dishonesty, the Research advisor must assume special responsibilities. The advisor must encourage in-depth scrutiny of procedures and sources, emphasizing respect for accepted standards of scholarship. The advisor must assume responsibility for the reliability, validity and integrity of all information contained in the Research Project.

Areas of misconduct in scholarship include, but are not limited to, the following:

1. **Falsification of data** which ranges from sheer fabrication through selective report, (including the omission of complete data).
2. **Plagiarism** involves taking and using as one's own the writings and/or ideas of another and ranges from outright stealing to inadequate attribution.

3. **Violations of rules** to protect patients, research subjects, and other persons and animals, while not fraudulent in the traditional sense, are unethical and undermine the integrity of the academic process.
4. Theft of materials and equipment including library books, journals and journal articles.
5. The **use of commercial organizations or paid individuals** to write all or part of the Research.

Proven violations of the integrity of scholarship shall result in a failing grade for the Research Project and subsequent dismissal from the Graduate School and therefore the MSW program.

SECTION II

PREPARING A RESEARCH PROJECT PROPOSAL

INTRODUCTION

The Research Proposal is a key part of the entire educational process. How smoothly the work involved in preparing a final Research Project goes is largely determined by the clarity and precision of the Research Proposal.

The Research Proposal is the plan for the study that you are going to conduct. Obviously, the better the plan, the easier the actual study will be. It is very important to highlight the difference between the Proposal and the Research Project. The Proposal is developed before the research is conducted since there is little benefit in making a plan after the study is completed. The Proposal must be submitted and approved by your Research Advisor, Second Reader and Chairperson of the department. The format for the signature page can be found in the appendix of this manual.

CHOOSING A TOPIC

Great care should be taken in selecting a topic. As part of choosing a topic, you will want to focus on opportunities to evaluate your own clinical or managerial practice. Students will need to engage in a detailed discussion with their advisor in making this choice.

The **first** is the relevance of the topic for social work practice. Whatever your concentration or specialization, it will be important for your research to have implication for social work practice. The implications need to be explicated. The question, "How can what I learn from doing this research be used?" must be answered.

The **second** criteria is that you must be interested in the topic. The process of doing the Research Project is time consuming and at times laborious. It will be more satisfying in general and easier to finish if you select a topic that stimulates your interest, that you care about.

Third, but of equal importance, is the issue of "do-ability". The faculty is aware that the Research Project is a marathon and that you have to sprint from the start to finish. You will be helped immeasurably by being realistic about time and availability of clients. Many research questions can be broken down into component or smaller questions that have merit in being answered. Some students start with three or four questions and it may well be appropriate to do a Research Project that focuses on one or two. Your advisor and seminar can help you engage in a process of making the research doable. Please remember simplicity can be elegant.

The department has a library of past Research Projects, located in the Computer Laboratory. In addition, all Research Projects are catalogued in Buley Library. These can be a useful source of ideas and information. Some of you will be placed at agencies where previous MSW students have done studies, that may lend themselves to being replicated, modified or built upon. Check it out.

The **fourth** criteria covers the type of topic selected, depending upon whether a student is in the Direct Practice or the Social Service Management concentration. For students in Direct Practice, the Research topic should ideally be an evaluation of your own practice at your field agency, or if that is not possible, research that is grounded in your field assignment. For Social Service Management students, the Research topic should ideally be an evaluation of some or part of the agency's practice. If that is not possible, then an evaluation of a social work practice issue related to macro social work practice is recommended.

FORMAT OF THE PROPOSAL

The format of the Proposal should follow the Author's Guide, published by the American Psychological Association (APA) with exceptions of A - C. The references should be double spaced throughout. Sub-headings, citations and direct quotations should follow the APA format.

Exception to the APA

- A. Page numbers in the text should appear at the bottom of each page, centered, not at the top.
- B. Margins must be 1 _" on the left, and at least 1" wide on the right, top and bottom.
- C. No running heads are to be used in the text.
- D. The Proposal should include the following:

- 1. **TITLE PAGE** (See sample in Appendix E)

The title communicates the thrust of the research and should be succinct and explanatory. It should be no more than two lines.

- 2. **APPROVAL PAGE** (See sample in Appendix C)

- 3. **ABSTRACT** (See sample Appendix D)

The abstract is to be one paragraph, 50-100 words, with no indentation. It should be stated in the future tense. The content should describe the proposed research (problem statement, significance, research design, plan for data analysis, and IMPLICATIONS FOR SOCIAL WORK PRACTICE.

- 4. **TEXT (5-10 pages)**, Roman numerals I-IV of the Outline.

- 5. **REFERENCES** - Used and cited in your literature review.

6. **APPENDICES - Instruments, informed consent forms.**

NUMBER OF COPIES

Two (2) copies of the Proposal need to be prepared and signed. Your Advisor will retain one, and you, the second.

OUTLINE AND CONTENT OF THE PROPOSAL TEXT

I. INTRODUCTION

The first major heading will be INTRODUCTION [all major headings should be preceded by a large Roman numeral (e.g. I. Introduction)] with the following subheadings:

Problem Statement (no more than one page)

Present an overview of the specific problems, phenomena, or needs of clients in your agency, and whether they are specific to the agency or reflective of general (community, societal) conditions. Describe the agency's services and how they go about trying to deal with or meet the specifics cited. In this problem statement, you are describing the context in which your study will be carried out. In short, you will go from context to focus (problem focus).

Problem Focus (no more than one page)

A specific description of the problem being studied, need for the study and purpose(s) of the study. Present brief background information and SIGNIFICANCE FOR SOCIAL WORK PRACTICE within the context of the ecological perspective.

Summarize briefly your research questions and how the results of the study might contribute to social work practice.

II. LITERATURE REVIEW

The literature review should be an integration of the relevant literature directly related to your problem statement, problem focus and the social work intervention or the program to be evaluated. You need to critically review existing research based work related to each of these areas. What we know and do not know empirically should be identified. Make sure you include relevant social work literature that describes and explicates the intervention under study. Identify gaps in the literature, methodological limitations, and/or conflicting findings.

The summary statement of the literature review should provide support for the need for your proposed study and how it differs or builds upon prior studies. This should lead directly to the research question(s) or hypothesis.

III. RESEARCH DESIGN AND METHOD

Purpose of the Study

Approximately 1-3 introductory sentences. Present an overview of the purpose of the proposed study (to explore, describe, explain, evaluate, or predict).

Research Questions or Hypotheses

State your research questions or hypotheses by listing them one at a time.

Please remember that hypothesis testing, testing the proposition "if this, then that" requires statistical proof at the 5% (.05) level of confidence. This statistical level can only be achieved with samples that are considerably larger than or generally available to students. If you will have a relatively small sample, please discuss with your Research Advisor an alternative to a hypothesis testing design.

Sample

Describe the sample, selection criteria, number of subjects to be studied, and justification of why the sample was selected.

Instrument(s)

Specify the instrument(s) you plan to utilize (e.g., structured interview, questionnaire, psychometric testing, personality inventories) and justify their use. The faculty recommends that you try to use instruments that have been standardized and are reliable and valid. Copyright permission must be secured prior to use of a standardized test. Make note in the text that copyright permission has been secured.

If you plan to develop your own instrument, be prepared for multiple drafts and a field test prior to its finalization.

Procedures

Identify and describe the research design (please see Supplement on page 16) and how the data are to be gathered. Describe in what way, how long, and the type of intervention to be used. Describe how often and over what period of time data will be collected and who will be collecting data. If you are doing an intervention, you will need to describe in detail the intervention and steps you will take to insure personal mastery.

Protection of Human Subjects

Describe how the confidentiality of subjects will be assured. The IRB form must be completed and approved by the Institutional Review Board before you can begin your study.

Validity and Reliability

Present information regarding the validity and reliability of both the instrument(s) and the research design. Cite references to support the strengths and to identify the limitations of the instruments. What considerations will be taken to increase validity and reliability?

Validity and reliability of instruments are often found in a manual of the instrument(s). In addition, you need to address both the internal and external validity of your study's research design.

If you are doing a qualitative study, concepts such as hypotheses, independent and dependent variables, as well as validity and reliability must be reframed. Your seminar instructor will help you do this. In a hypothesis testing design, operationally define your variables.

IV. DATA ANALYSIS

Describe the statistical procedures you plan to utilize to answer your research questions. Identify the independent and dependent variables if you are trying to establish causality.

If you are planning to show clinical rather than statistical significance, cite reference(s) regarding the possible significance that the outcomes of the study might have.

V. SUMMARY

Present a brief summary statement (3-5 sentences) of your proposal including purposes of the study, research questions and significance of the study. Reiterate the limitations of the study, if appropriate.

VI. REFERENCES

References should follow the APA format and should be double spaced throughout (See sample in Appendix J).

VII. APPENDIX

Include instrument(s), e.g., interview schedule, questionnaires, tests, etc.

SUBMISSION OF THE PROPOSAL

Your Research Advisor and the Second Reader will review your Proposal and give you feedback throughout. They shall look to see if you have addressed the following questions:

1. Is the topic appropriate?
2. Is it feasible?
3. Is the population chosen appropriate?
4. Does the agency have such a population?
5. Does the topic meet the goals and purposes of the student's practice?
6. Can the research be implemented?
7. Is there agency support?
8. Does the agency need this information?
9. Do faculty have the skills of the interest to help you implement this research?
10. Does the research topic match your research skills?

After approval of the Research Proposal by the Research Advisor and the Second Reader, it will be signed and forwarded to the Department Chairperson for departmental approval (see Appendix C for Research Proposal Approval Form).

If you are interested in exercising the copyright/microfilm option, two copies of your Research Proposal with signed approval forms must be submitted to the Graduate Office through the faculty advisor, after the Department Chairperson signs.

Within two weeks of submission to the Graduate Office, the Graduate Dean reviews the Proposal and notifies the candidate and the Research Advisor (in writing) of acceptance or returns the proposal for revisions with specific comments.

Proposal Evaluation

Proposals will be evaluated using the Research Project Review Checklist (Appendix L).

SUPPLEMENT

CASE STUDY PROCESS/RESEARCH METHOD

The Case Study Process/Research method can provide a synthesizing and integrative learning opportunity for students. The intent of this method is for students to further develop his/her skills and competencies in the area of clinical practice, to be able to evaluate one's practice and to analyze and interpret their interactions with clients and understand the clinical process. To this end, both the intervention with the client and the use of self within this process becomes the foci of attention.

Clinical social work lends itself well to this approach. Each clinical situation and each client is unique which leads to specific, distinctive interventions and interactions with each client. The student who chooses the Case Study Process method will be involved in exploring and reflecting upon the principles, values, theories, assumptions, and beliefs that guided his/her intervention.

The student who selects the Case Study Process method will explore and reflect upon the work done with the client, the intervention and also examine on an ongoing basis, his/her own biases and values that lead and/or influence the work with the client and might influence the outcome of the intervention. The student will examine how their behavior, both verbal and nonverbal, shapes and reflects the worker-client relationship and the effectiveness of the intervention.

GOALS

1. To evaluate one's clinical practice.
2. To develop the capacity for Reflection-in-Action.
3. To appreciate the purpose of data collection that allows one to focus on one's practice with the aim of developing clinical social work skills and an understanding of the evolution of the professional self over time.

RESEARCH PROCESS

The Case Study Process Research method follows the same format as all other methods (e.g., Problem Statement, Problem Focus).

The DESIGN METHOD includes case selection in collaboration with advisor, supervisor, and the student. A selection of appropriate case(s) and time line for the intervention, appropriate data collection methods and methods of analyses will be chosen.

DATA COLLECTION METHODS

The collection of data will document major themes of the interviews, the worker-client interactions that led toward the established goals, and the nature of the client's experiences from

the client's perspective. Data can be collected from various sources including process recordings, video and/or audio tapes, and standardized instruments.

VALIDITY AND RELIABILITY

Students will need to engage in a discussion with their advisor regarding the validity and reliability of the methods.

DATA ANALYSIS

In collaboration with their advisor the student can utilize some of the following units of analysis:

- sentence-thought unit
- speaking turns-interactions of client-worker
- episodic-topic focused on work task
- process-stage of intervention

The DISCUSSION section will require the student to address both process and outcome of the work. In addition, the student will share their own reflections on the development of self and use of theory, skills and values.

SECTION III

PREPARING A RESEARCH PROJECT

INTRODUCTION

Once your Research Proposal has been approved, you can begin your intervention, data collection, data analysis and writing of the Research manuscript. You should begin to work on drafts of the sections INTRODUCTION and LITERATURE REVIEW while you are collecting data. You may want to wait and see how the data collection is progressing before starting the RESEARCH DESIGN AND METHOD section because you may need to revise your plan (e.g. change number of clients, reduce duration of data collection, etc.) in order to complete the study within the time limit. However, a major methodological change in your study should be avoided at this time if you are planning to graduate in May.

You are advised to use your Proposal as an outline of the Research manuscript. Remember your **Research Proposal is not the final Research Project**. It is very important to distinguish these two. The Research Project is a comprehensive report of your whole study, while your Proposal is only a plan of how you are going to conduct the study. Thus, a Research Project is much more extensive in terms of its content.

You will need to expand the INTRODUCTION section (Problem statement and Problem focus); do additional literature reviews and integrate them into the LITERATURE REVIEW section. The RESEARCH DESIGN AND METHOD section should describe in detail the actual intervention including steps you took to insure its effectiveness in benefiting clients, as well as the actual experience of the data collection process from the beginning to the completion.

Two important sections are added to the Research manuscript, the Results and Discussion sections. The RESULTS section contains the findings of your study and the DISCUSSION section contains what the results mean and why, and how the results are related to the concepts you have discussed in the literature review, and the implication of your study for social work practice.

Since the Research manuscript will be written about the study that is completed, most of the text should be written in the past tense. The INTRODUCTION and LITERATURE REVIEW sections may be written in the past or present tense.

The following pages describe the process of completing the Research manuscript as well as the requirements set by the Graduate School at Southern Connecticut State University. It is the student's responsibility to produce a quality manuscript which meets all of the requirements set by the University.

FORMAT

A Research Project should have three main parts: preliminaries, text, and references. The sequence is provided below.

1. **PRELIMINARIES**

While this section precedes the text, it should be completed after your text is approved by your advisor. These pages are to be numbered in small Roman numerals centered at the bottom of the page.

I. TITLE

Required. Not numbered, but considered page i. Degree date should be the month and year in which the degree is conferred or when the Research Project is completed (see example in Appendix E).

II. ACKNOWLEDGEMENTS

Optional. Not numbered, but considered page i. Degree date should be the month and year in which the degree is conferred or when the Research Project is completed.

III. COPYRIGHT NOTICE

Optional.

IV. SIGNATURE PAGE

Required. See sample Appendix N.

V. RESEARCH PROJECT ABSTRACT

Required. Must include author, title, institution, degree and year (See sample in Appendix F).

An abstract summarizes a Research Project. It should echo the style, reflect follow the structural pattern of the original, It should be succinct, accurate and written in complete sentences. The Project Abstract should not exceed 150 words, and must not exceed one double spaced page.

VI. TABLE OF CONTENTS

The chapter titles and subheadings should be listed in the same way as they appear in the manuscript, not underline the table of contents. This page should be double spaced. (See sample in Appendix G).

VII. LIST OF TABLES

See sample in Appendix H.

VIII. LIST OF ILLUSTRATIONS

Same format as LIST OF TABLES.

IX. LIST OF APPENDICES

Same format as LIST OF TABLES.

2. TEXT

The text consists of six major sections: Introduction, Literature Review, Research Methods and Discussion and Summary. Subheadings can be used for minor divisions.

I. INTRODUCTION

Problem Statement

This section should be expanded using your Proposal as an outline. You need to add explanations and rationale to your statements. You may want to place emphasis on certain statements by expanding your point.

Problem Focus

Similarly, this section needs to be expanded. You may want to add a more detailed description of the interventions and how your study would benefit the clients and the agency.

II. LITERATURE REVIEW

The literature review section should be expanded using the proposal as outline. You need to revise if necessary. You may want to add explanations and emphasis to some statements or concepts that you presented. You need to make sure that literature you have presented in the proposal is still relevant. Most often, you need additional literature for the Research Project manuscript. Use subheadings.

III. RESEARCH DESIGN AND METHODS

State the purposes, research questions or hypotheses and research design. Make sure they are consistent with the INTRODUCTION and LITERATURE REVIEW sections. The research design section should identify the type of research design that your Research Project is based on. There are many types of designs and you must describe in detail the design you are employing. Describe in detail how the sample was selected, where, who, how many, and why. Describe your intervention in detail and steps you took to insure its effectiveness. In addition, include how the data were collected, for how long, and how often, as well as the description of the instrument(s). Discuss the reliability and validity of the instrument(s) and research design. Use subheadings for clarity.

IV. RESULTS

Begin with the demographic description of the sample. The data analysis procedures from the Proposal should now be incorporated in the Results Section. Use subheadings for clarity.

This section consists of how data were analyzed (i.e., types of statistical procedures used) and results of the analyses in order to prove/disprove each hypothesis or to answer each research question. (See sample in Appendix I).

Follow the individual hypothesis or research question as an outline. Results of each hypothesis or research question should be presented in the Results section.

Report enough data to explain your findings. Utilize tables and figures to clarify and to facilitate economy of words. Do not display all raw data or computer output. Briefly explain tables and figures to show significant findings.

DO NOT INCLUDE INTERPRETATION OR DISCUSSION OF THE DATA in this section.

V. DISCUSSION

Briefly state the significant results and statements of how the results did/did not support your hypothesis and/or research questions.

Discuss results in terms of how they support or do not support findings of studies cited in the literature review and why.

Point to specific results that "may suggest", support or contradict your speculations. Cite references, especially from the literature review, that may lend support to the credibility of such statements.

Identify or point to explanations of unanticipated results. Discuss any possible explanations of the results.

Discuss the limitations of the study and suggestions for future study.

Present conclusions and IMPLICATION FOR SOCIAL WORK PRACTICE AND/OR THEORY. Present any ideas you may have that could be valuable to your agency.

VI. SUMMARY AND CONCLUSIONS

End the paper with a two to three sentence summary statement.

3. REFERENCES

All tables, figures, and appendices must be given a title.

REFERENCES

The format of reference should be according to the APA style, and double spaced throughout. See sample in APPENDIX J. All references in your proposal need to be incorporated.

TABLES

See sample in APPENDIX H.

FIGURES

See sample in APPENDIX K.

APPENDICES

If photocopies of instruments, etc. are used, they must conform to the margins specifications set by the University. If necessary, they can be reduced on a photocopy machine.

Important Note:

Prior to submitting your Research Project for department approval, review your final draft using criteria listed on the Research Project Review Checklist (see Appendix L).

PREPARATION OF THE PAPER

NUMBERING OF THE PAGES

Each page should be assigned a number; however, no number appears on the title page. The following plan of page numbering is required.

1. For the preliminary pages, use small Roman numerals (i, ii, iii, etc.). The title page is page i, but the number does not appear. If the paper is not to be copyrighted, the signature page is ii. If the copyright notice is included, the signature page is iii. These preliminary pages are numbered in the center of the page, at least one inch from the bottom.
2. For the remainder of the manuscript, including text, references, charts, illustrations, appendices, etc., use Arabic numerals (1,2,3 ...). Each page must be consecutively numbered. Do not use letter suffixes (10a, 10b, etc.). The numbering begins with 1 on the first page of the text and runs consecutively to the last page of the paper.

Page numbers should be centered at the foot of the page at least one inch from the bottom edge.

COPIES

You may submit the typed or printed original or a copy produced through a photocopy process. Any copy submitted must be clean, attractive, completed in a professional manner and on appropriate paper.

PAPER

Good bond of at least twenty pound weight and not less than twenty percent cotton fiber content is recommended.

PRINTING

Printing should be one side of the paper only. Double space all textual material. You should be sure that the use of numbers is consistent and correct. All spelling, especially of scientific terminology or nomenclature, must be consistent and correct. Special care should be given to the references to assure correctness of author names and dates in the text and in the reference section. The ultimate responsibility for correctness lies with you.

USE OF WORD PROCESSORS OR COMPUTER EQUIPMENT

Word processors or computer equipment may be used in the preparation of theses. However, when such equipment is used, the printer must produce a letter quality product and the characters must be solid and opaque. The paper must be equivalent to twenty pound bond of good quality.

ILLUSTRATIONS AND TABLES

All charts, graphs, diagrams, figures, and tables must be numbered and given titles. Illustrative material drawn in dark, opaque ink will reproduce satisfactorily. Remember that microfilming is a black and white photographic process. Colors appear as slightly varying shades of gray. Therefore, lines on a graph should be identified by labels or symbols rather than by colors.

OVERSIZE PAGES

Try to arrange the layout to fit the chart or table on a standard page, or use a photographic reduction of the graphic material. Make sure that the material is still legible after reduction. Margin requirements as listed below must be maintained.

MARGINS

The left hand margin should be one and one half inches wide. One half inch of this margin is the allowance for binding. Margins at the top, bottom, and right side of paper must be at least one inch wide and should be kept as even as possible. Page numbers should be placed at least one inch from the bottom edge of the paper. A two inch margin from the top of the page to the title should be used for each new chapter or major section (i.e., ACKNOWLEDGEMENTS, TABLE OF CONTENTS, INTRODUCTION, LITERATURE REVIEW, LISTS OF TABLES AND FIGURES, APPENDIX, REFERENCES, etc.) **Under no circumstances should pages be perforated.**

CORRECTIONS

If the original is to be submitted for binding, any corrections should be made neatly and inconspicuously. Any page with an easily visible correction must be retyped. White carbon or liquid type corrections are not acceptable on originals submitted for binding.

APPROVAL AND SUBMISSION OF THE FINAL PAPER

For Departmental Approval

Once the final draft of your complete paper is approved by your faculty advisor and Second Reader, it is submitted to the Chairperson who signs on behalf of the Department. (Please see Appendix N for correct signature page).

Three copies are required:

1. A hard bound copy for the library
2. A soft bound copy for the department
3. A soft bound copy for the Advisor
4. Electronic copy of your Project in one file. Email this to Carol Wilkin at: wilkin1@southernct.edu.

For Microfilming

If approval for this option was sought and given, you should follow the Requirements and Guidelines for Graduate Theses. The faculty and the chair will evaluate the Research Project using the criteria found in the Research Disposition-Microfilming Option (see Appendix M).

SECTION IV

APPENDICES A - P