STEPHEN F. AUSTIN STATE
UNIVERSITY SCHOOL OF SOCIAL
WORK
BSW PROGRAM
Class Times and Location
Thursday 6:45 p.m. -9:15 p.m.
Room 304B – The University Center at The Woodlands

SWK 455 Research Practicum
Fall 2019

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Office hours: Monday 12:00 p.m. – 2:00 p.m.
Wednesday 12:00 p.m. – 6:00 p.m.
Thursday 11:30 p.m. – 3:30 p.m.

Prerequisites: SWK 373 & SWK 372

COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of this course is to enhance students’ knowledge and skills for the application of social science research methods within generalist social work practice. The primary goal is to develop the students’ use and appreciation of scientific knowledge for practice. This includes the study and integration of knowledge, skills and values in decision-making in the areas of social work values and ethics, diversity, social and economic justice, population-at-risk, human behavior and the social environment, social welfare policy and services, and social work practice. The course will build on research skills learned in Sociology 378 and 379. The course emphasizes the importance of identifying, selecting, and evaluating evidence-based practices for application across systems and to a variety of situations. Specifically, it is designed to strengthen the student’s understanding and appreciation for evidence-based practice in preparation for professional competence in the field experience and eventual professional practice.

REQUIRED TEXT:

Hoboken, N.J.: John Wiley & Sons, Inc.

RECOMMENDED TEXT:

II. CURRICULUM DESCRIPTION
The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.

III. PROGRAM LEARNING OUTCOMES (PLO) (CSWE CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. STUDENT LEARNING OUTCOMES (SLO) (CSWE COMPONENT BEHAVIORS)

Upon completion of this course, student will be able to:
1. Use practice experience to inform scientific inquiry and develop social work knowledge. (Competency 4).

2. Use research evidence to improve practice and social service delivery to individuals, families, groups, communities and organizations. (Competency 4)

3. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services through evidence-based interventions. (Competency 9).

4. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (Competency 4).

5. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (Competency 4).


7. Demonstrate skills in using evidence-based interventions to advocate for human rights and social and economic justice (Competency 3).

8. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom. (Competency 2)

9. Use evidence-based research in engagement, assessment, prevention, intervention and evaluation with systems of all sizes. (Competencies 6, 7, 8, & 9)

10. Use quantitative and qualitative research to understand scientific and ethical approaches to build knowledge and evaluating practice (Competency 4).

V. INSTRUCTIONAL METHODS

The primary instructional model for this course is collaborative learning. Specifically, I will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, individual projects, and a group presentation. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. In order to be successful in the class, it is important that you attend regularly, read the assigned material, and come to class prepared to
discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

VI. COMPUTER REQUIREMENTS

This course will utilize Desire 2 Learn to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). or the Center for Teaching and Learning (CTL). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Please be advised that the reading schedule and class lectures may vary as some topics take longer to cover than others.

Week 1  
(8/29)  
Course Overview/APA/Desire2Learn
Introduction to Evidence-Based Practice
Evidence-Based Practice is Not Restricted to Clinical Decisions
Developing an Evidence-Based Practice Process Outlook
Social Work Values and Ethics
Culturally Competent Research
In-class activity

Week 2  
(9/5)  
Introduction to Evidence-Based Practice (cont’d)
Evidence-Based Practice Is Not Restricted to Clinical Decisions
Developing an Evidence-Based Practice Process Outlook
Social Work Values and Ethics
Culturally Competent Research
Readings: Rubin & Bellamy- Chapter 1; NASW Code of Ethics, Section 5.02; Gambrill (1999a); Gambrill (1999b); Gambrill (2006); Munro (2002).

Week 3  
(9/12)  
Steps in the EBP Process

Step One: The Question
Formulating the Question (Operationalize the Need)
Approve topics for Assignment A

In-class Activity 1: Question Formulation
Readings: Rubin & Bellamy- Chapter 2; Springer et. al (2002).

Week 4  
(9/19)  
Step Two: Locating the Evidence
Strategies for Locating Evidence (Effective and Efficient Searches)
In-class Activity 2: Locating the Evidence
(Class will meet in Steen Library!)

Readings: Rubin & Bellamy- Chapter 2.

Week 5
Assignment A Due
Step Three: Critical Appraisal of the Evidence
Research Hierarchies: Which Types of Research Are Best for Which Questions?
More Than One Type of Hierarchy for More Than One Type of EBP Question
Qualitative and Quantitative Studies
What Types of Research Designs Apply to What Types of EBP Questions?
Readings: Rubin & Bellamy- Chapter 3; Toomey & First (1993); Jacobson & Revenstorf (1988).

Criteria for Inferring Effectiveness: How Do We Know What Works?
Internal Validity
Measurement Issues
Statistical Chance
External Validity
Synopses of Research Studies
Readings: Rubin & Bellamy- Chapter 4

In-class Activity 3: Critically Appraising the Evidence 1

Week 6
Step Three: Critical Appraisal of the Evidence (cont’d)
Classic Pretest–Posttest Control Group Design Posttest-Only Control Group Design
Solomon Four-Group Design
Alternative Treatment Designs
Dismantling Designs
Placebo Control Group Designs
Experimental Demand and Experimenter Expectancies
Obtrusive Versus Unobtrusive Observation
Compensatory Equalization and Compensatory Rivalry
Resentful Demoralization
Treatment Diffusion
Treatment Fidelity
Practitioner Equivalence
Differential Attrition
Readings: Rubin & Bellamy- Chapter 5; Rubin, (2000)

In-class Activity 4: Critically Appraising the Evidence 2

Week 7
Step Three: Critical Appraisal of the Evidence (cont’d).
Nonequivalent Comparison Groups Designs
Additional Logical Arrangements to Control for Potential Selectivity Biases
Statistical Controls for Potential Selectivity Biases
Propensity Score Matching Using a Policy Example Pilot Studies

**In-class Activity 5: Critically Appraising the Evidence 3**
*Readings:* Rubin & Bellamy- Chapter 6

**Week 8**
**Assignment B Due**
Step Three: Critical Appraisal of the Evidence (cont’d).
Critically Appraising Quasi-Experiments: Time-Series Designs and Single-Case Designs
Simple Time-Series Designs
Multiple Time-Series Designs Single-Case Designs

Critically Appraising Systematic Reviews and Meta-Analyses
Advantages of Systematic Reviews and Meta-Analyses
Risks in Relying Exclusively on Systematic Reviews and Meta-Analyses
Where to Start
What to Look for When Critically Appraising Systematic Reviews
What Distinguishes a Systematic Review From Other Types of Reviews?
What to Look for When Critically Appraising Meta-Analyses

**In-class Activity 6: Critically Appraising the Evidence 4**
*Readings:* Rubin & Bellamy- Chapter 7 & 8; Rubin, (2000).

**Week 9**
(10/24)
Critically Appraising Systematic Reviews and Meta-Analyses Cont’d

**Week 10**
(10/31)
Step Three: Critical Appraisal of the Evidence (cont’d).
Critically Appraising Nonexperimental Quantitative Studies
Surveys
Cross-Sectional and Longitudinal Studies Case-Control Studies

**Step Three: Critical Appraisal of the Evidence (cont’d).**
*Readings:* Rubin & Bellamy- Chapters 9

**In-class Activity 7: Critically Appraising the Evidence 5**

**Week 11**
(11/7)
Assignment C Due
Critically Appraising Qualitative Studies
Qualitative Observation
Qualitative
Interviewing
Qualitative
Sampling
Grounded Theory
Frameworks for Appraising Qualitative

In-class Activity 9: Evaluating the Intervention 1

Week 12
Step Four: Selecting and Implementing the Intervention.
(11/14)
Critically Appraising and Selecting Assessment Instruments
Reliability Validity Sensitivity Feasibility
Sample Characteristics

In-class Activity 10: Evaluating the Intervention 2

Week 13
Step Five: Evaluation
(11/21)
Monitoring Client Progress
A Practitioner-Friendly Design
Feasible Assessment Techniques
Readings: Rubin & Bellamy- Chapter 12

Week 14
Assignment D Due
(12/5)
Step Five: Evaluation (cont’d).
Readings: Rubin & Bellamy- Chapter 12; Gambrill (2008)
Review for Final Exam
Evaluations

In-class Activity 10: Evaluating the Intervention 2

Week 15
Final Exam
(12/12)
VIII. COURSE REQUIREMENTS

Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussions. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

Cellular Phones/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from your final average.

A. Readings: The course schedule provides a list of required readings for each week. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

B. Quizzes: A total of 5 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at any time during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin (available online at www.sfasu.edu/bulletin) and will be scheduled by the instructor.

C. Exams: You will have a final exam that will assess your ability to apply the course material to a practical situation(s). This will be an essay exam.

Missing the final exam due to an unexcused absence will result in a grade of “0” on the exam. A make-up exam will be given for an excused absence as defined by the SFASU General Bulletin (available online at www.sfasu.edu/bulletin) and will be scheduled by the instructor.

D. In-class Activities: There will be a total of 10 in-class activities over the course of the semester. Each activity will be worth 10 points and the grade will be based on your preparedness and participation.

Missing an in-class activity will result in a grade of “0” on that activity. You will not be able to make-up missed in-class activities.

E. Assignments: You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). All assignments are to be in APA format per the Publication Manual of the American Psychological Association (5th ed.). Failure to meet these guidelines will result in loss of points.
You are expected to turn in assignments at the scheduled time. Permission to turn in any assignment late will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Turning in an assignment late without an excused absence will result in 10% of the total points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due.

**GRADING:**

- Quizzes- 5 @ 10 pts each = 50
- In-class Activities- 10 @ 10pts each = 100
- Assignment A = 50
- Assignment B = 50
- Assignment C = 50
- Assignment D = 100
- Final Exam = 100
- Total = 500

**Grading SCALE:**

- A- 448 – 500
- B- 398-447
- C- 348-397
- D- 298-347
- F - 0-297

**IX. Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1. **All incidents will result in a grade of “0”**. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

“Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by University policy on penalties for cheating and plagiarism. Faculty are responsible for providing information about academic integrity and education for maintaining academic honesty during their regular coursework. Course syllabi provide information about penalties and the appeal process.” (SFASU Policy A-9.1)

**Please read the complete policy at** [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Definition of Academic Dishonesty**

“Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including
citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.” (SFASU Policy A-9.1)

“Plagiarism: Courtesy and honesty require that any ideas or material borrowed from another must be fully acknowledged. Offering the work of another as one’s own is plagiarism. The subject matter of the ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgments is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.” SFASU Student Handbook

“A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved, and initiate the following procedure.” (SFASU Policy A-9.1)

“The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. After hearing the student(s)’ explanation or defense, the faculty member will determine whether academic dishonesty has occurred and will decide what penalty will be imposed. The faculty member will consult with his/her chair and dean in making these decisions. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course.” (SFASU Policy A-9.1)

“After a determination of dishonesty, the faculty member shall notify the Office of the Dean of the student’s major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student’s record and shall remain on file with the Dean’s office for at least four years. The Dean shall refer second or subsequent offenses to the University Committee on Academic Integrity established under this policy. The faculty member shall also inform the student of the appeals process available to all SFA students (Policy A-2).” (SFASU Policy A-9.1)

**Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Withheld Grades Semester Grades Policy (SFA Policy 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for computing the grade point average.
Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf
X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
In-class Activities

As previously noted, you will participate in 10 in-class activities that are designed to support you while engaging in the process of evidence-based practice. You will work together in small groups to complete the in-class activities. I will make group assignments by the second week of class and the assignments will last for the duration of the semester. A description of each group activity is provided below.

**In-class Activity 1**: Question Formulation. Each group will be given a case study to read. As a group, you will identify the most important areas (issues) to focus on. You will then develop the question that will guide your search for evidence to support the development of your intervention.

**In-class Activity 2**: Locating the Evidence. You will locate at least two empirical evaluations of an intervention(s) that addresses the issue(s) identified in your question. You will email the articles to your classmates and instructor via D2L. These articles will be critiqued and discussed during in-class activity 7.

**In-class Activity 3**: Critically Appraising the Evidence 1. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): Edmond et al (1999).

**In-class Activity 4**: Critically Appraising the Evidence 2. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): Johnson et al (1997); Springer et al (2000); Wolfe et al (1982).

**In-class Activity 5**: Critically Appraising the Evidence 3. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): Corey et al (1998); Harrison et al (1999); Rubin (1992); Shapiro (1989).

**In-class Activity 6**: Critically Appraising the Evidence 4. You need to read the article(s) assigned for critical appraisal before class. In class, each group will work together to identify the strengths and weaknesses of the article(s). Article(s): To be announced.

**In-class Activity 7**: Critically Appraising the Evidence 5. Your group will work outside of class to critically appraise the two articles you selected during in-class activity 2. During class, each group will meet with me to discuss the appraisals. I will meet with each group on the following schedule:
Group 1: 4:00 pm to 4:35 pm  
Group 2: 4:40 pm to 5:15 pm  
Group 3: 5:20 pm to 5:55 pm  
Group 4: 6:00 pm to 6:30 pm

While I am meeting with a group, the other groups are expected to work together on their projects. As you are meeting independently, I ask you to please keep in mind that classes are being held in the rooms adjacent to you.

**In-class Activity 8**: Selecting and Implementing the Intervention. Each group will work together in class, with assistance from me, to develop a treatment plan based upon the evidence identified and appraised for in-class activities 2 and 7.

**In-class Activity 9**: Evaluating the Intervention 1. Each group will work together in class, with assistance from me, to develop an evaluation plan for the intervention(s) designed for in-class activity 8.

**In-class Activity 10**: Evaluating the Intervention 2. Each group will work outside of class to complete the evaluation plan from in-class activity 9. During class, each group will meet with me to discuss the evaluation plan. I will meet with each group on the following schedule:

<table>
<thead>
<tr>
<th>Group 1:</th>
<th>4:00 pm to 4:35 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2:</td>
<td>4:40 pm to 5:15 pm</td>
</tr>
<tr>
<td>Group 3:</td>
<td>5:20 pm to 5:55 pm</td>
</tr>
<tr>
<td>Group 4:</td>
<td>6:00 pm to 6:30 pm</td>
</tr>
</tbody>
</table>

While I am meeting with a group, the other groups are expected to work together on their projects. As you are meeting independently, I ask you to please keep in mind that classes are being held in the rooms adjacent to you.
Assignment A – Case Study

For this assignment you need to develop a case study for an individual that is experiencing an issue(s) relevant to direct generalist social work practice. Your issue and client must be approved by me prior to beginning the assignment. I will ask you to identify your issue and client during class on__________; you will need to provide a basic description of the individual or family in the context or his/her/their environment. In the meantime, if you decide on your case and want to get started, feel free to email me the information and I will respond to you. Once you have approval, you will need to develop a case study that includes the following sections (use the following format for your paper):

**Introduction**

The purpose of this section is to set the stage for the assessment. Briefly tell your audience the purpose of the case study and what it will cover.

**Assessment**

**Presenting Issues**

The purpose of this section is to provide a general description of your client and the issue(s) that resulted in his/her referral to you. Be sure to include detailed information about the individual, such as your race/ethnicity, religion, sexual orientation, personality characteristics, interests, strengths/weaknesses, and coping skills. Also, be sure to describe the issue(s) in detail.

**Biological and Psychological Development**

This section should include information about your client’s developmental milestones. You should also identify significant biological and psychological events that impacted his/her development.

**Medical and Psychiatric History**

This section should include information about your client’s medical and psychiatric history, especially issues that are directly related to his/her presenting issue and/or functioning.

**Family**

This section should provide an overview of your client’s family members/structure (both immediate and extended). Describe at least one significant issue that has impacted the family system, including how the family coped with the issue and what support systems (including any friendship, fictive kin, neighborhood, or other informal) were utilized to resolve the issue. Include a description of living conditions, economic conditions, education, socialization, etc. Also, include any information about relevant family history (medical, psychological, legal,).

**Social**

This section should provide an overview of your client’s social situation, which includes intimate relationships, friendships, social activities, religious/spiritual activities, and civic involvement. This section should also include an explanation as to how these activities and relationships have
Shaped who your client is as an individual. Be sure to include a description of your client’s social skills.

**Education and Vocation**
This section should describe your client’s educational background, including schools attended, and academic performance. Include a discussion about how the previously mentioned individual, family, and social factors have affected your client’s academic performance. If your client is an adult, this section should include information about his/her work history and ability to gain/maintain employment.

**Psychosocial Stressors**
Identify and describe your client’s psychosocial stressors.

**Strengths**
Identify and describe your client’s strengths.

**Summary and Recommendations**
Briefly summarize the main points of your assessment. Be sure to include the points that you want the audience to remember. Also, identify the key issues that you think need to be addressed.

The assignment is worth a total of 50 points, which will be based on the above content, as well as grammar, organization, and compliance with APA style (5pts).

Students will submit assignments in the Drop Box folder in Desire 2 Learn no later than 4:00 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the Drop Box in D2L. See the D2L website: [http://www.sfasu.edu/sfaonline/486.asp](http://www.sfasu.edu/sfaonline/486.asp) for student tutorials on using D2L.

**Please refer to the course schedule for the due date.**
Assignment B – Annotated Bibliography

Using the case study developed for Assignment A, you will develop a question to guide the search of the literature and subsequent development of an annotated bibliography consisting of 5 empirical articles from professional peer reviewed journals. The professional peer reviewed journals should either be from social work or closely related disciplines. Each of the articles must focus on an empirical evaluation of an intervention that could be performed by a generalist social work practitioner to address your client’s issue(s). The annotated bibliography should contain:

1) At least one article that addresses an individual intervention
2) At least one article that addresses a family or group intervention
3) At least one article that addresses a community level intervention
4) At least one article that utilizes a quantitative methodology
5) At least one article that utilizes a qualitative methodology

The paper should begin with a brief statement of the problem/issue that is being investigated and the P.I.C.O.-formatted question that is guiding the process. This should be followed by the five entries. Each entry is to be in APA format and followed by one to two paragraphs that briefly describe the source’s contents, main points, and importance to the chosen topic. You are expected to submit an electronic copy of each article included in the annotated bibliography. Assignments not accompanied by a copy of each article will be considered late until all articles are submitted.

Students will submit assignments in the Drop Box folder in Desire 2 Learn no later than 4:00 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the Drop Box in D2L. See the D2L website: [http://www.sfasu.edu/sfaonline/486.asp](http://www.sfasu.edu/sfaonline/486.asp) for student tutorials on using D2L.

This assignment is worth 50 points.

Please refer to the course schedule for the due date.
Assignment C – Critically Appraising the Evidence

Using the 5 articles identified in Assignment B, you are expected to critically appraise the following aspects of each article:

1) Thoroughness of literature review
2) Problem Formulation, Conceptualization, and Operationalization
3) Measurement
4) Sampling
5) Design
6) Data Analysis/Results
7) Implications of the Results
8) Discuss the article’s relevance/applicability to the chosen issue/problem and community.

Each entry is to be in APA format and followed by paragraphs that address the above content.

Students will submit assignments in the Drop Box folder in Desire 2 Learn no later than 4:00 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the Drop Box in D2L. See the D2L website: http://www.sfasu.edu/sfaonline/486.asp for student tutorials on using D2L.

This assignment is worth 50 points.

Please refer to the course schedule for the due date.
Assignment D – Intervention Plan

This assignment will consist of two parts, the first being a revised version of Assignment C based on feedback from the instructor (see Assignment C description for required content). This part of the assignment is worth 25 points.

The second part of the assignment requires you to use all of the information provided in the first three assignments to develop an intervention plan for the client issue(s). The intervention plan should include evidence-based interventions for the issue(s) and target at least two systems (individual and one of the following: family, group, organization, and community). The plan should identify goals and objectives for each system and intervention, include timelines, include assessment and tracking of these goals and objectives, and be justified by the inclusion of relevant literature (to be included in your References section). Your intervention plan is to be accompanied by a narrative that explains and supports your choice of interventions. This part of the assignment is worth 75 points.

Students will submit assignments in the Drop Box folder in Desire 2 Learn no later than 4:00 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the Drop Box in D2L. See the D2L website: http://www.sfasu.edu/sfaonline/486.asp for student tutorials on using D2L.

This assignment is worth 100 points.

Please refer to the course schedule for the due date
REQUIRED READINGS


