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 SOCW 3373 & 3372. 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:


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,
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 face to face collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, class discussion, in-class activities, assigned readings, individual projects, and group presentations. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. 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. Students should make every attempt to attend all classes and assume responsibility for their own learning.

VI. COMPUTER REQUIREMENTS

This course will utilize Brightspace/D2L to support the delivery of course content. For additional support with Brightspace/D2L and other technology needs, go to https://www.sfactl.com/student-support. You will need basic skills regarding the use of a word processor and web browser.
Make note that many assignments, activities, and/or quizzes and exams will be given through D2L. Course content, including PowerPoints, lecture notes, and additional readings, will be uploaded to D2L. Written assignments will be expected to be uploaded into D2L dropbox, and feedback on the assignment will be given through the dropbox. All grades will be posted in the D2L gradebook.

VII. COURSE SCHEDULE

Week 1  
Course Overview/APA/D2L/EPAS, Research and Generalist Social Work Practice  
Evidence-Based Practice, The Scientific Method, Social Work Values and Ethics, Culturally Competent Research/Cultural Humility  
*Put in groups by research interest, Review Foronda (2020)*  
Quan v. Qual Jeopardy, Dream Job Activity, Research Process in a Single Class  
**Readings:** NASW Code of Ethics, Section 5.02; IFSW/IASSW Code of Ethics; CSWE EPAS

Week 2  
**Steps in EBP Process**  
Step 1: Formulating the Question (Operationalize the Need)  
Step 2: Locating the Evidence (Strategies for Effective and Efficient Searches)  
**Readings:** Rubin- Chapters 1 & 2, Edwards (2019), Crampton (2015), All Tech Considered, Assigned Group Case Study. **Watch:** Ted Talk  
Approve topics for Assignment A, Quiz 1  
**In-class Activity 1:** Question Formulation and Search Terms

Week 3  
**Research Hierarchies (Matching Research to the Question)**  
**In-class Activity 2:** Locating the Evidence Due  
Group Ethics Discussion, Review Exercise #2  
**Readings:** Rubin- Chapter 3, Ethics Case Study

Week 4  
**Criteria for Inferring Effectiveness, Statistics Review**  
**Assignment A Due, Quiz 2,** Chapter 4 Synopses Discussion/Review Exercise #1  
**Readings:** Rubin- Chapters 4 & 13

Week 5  
**Critically Appraising Social Justice Research Studies, Theory & Perspective**  
The Mask you Live in Group Activity  
**Readings:** Rubin- Chapter 14. **Watch/Read:** Mask you Live In material

Week 6  
**Step Three: Critical Appraisal of the Evidence – Appraising Experiments**  
**Quiz 3,** Chapter 5 Synopses Discussion/Review Exercise #3  
**In-class Activity 3:** Critically Appraising the Evidence 1  
**Readings:** Rubin- Chapter 5  
**Readings to Critique:** Edmond, et al. (1999), Shapiro (1989)

Week 7  
**Step Three: Critical Appraisal of the Evidence - Appraising Quasi-Experiments** (Non- Equivalent Comparison Groups)  
**In-class Activity 4:** Critically Appraising the Evidence 2, Ch 6 Synopses Discussion  
**Readings:** Rubin- Chapter 6  

Week 8  
**Step Three: Critical Appraisal of the Evidence - Appraising Quasi-Experiments** (Non- Equivalent Comparison Groups)  
**Quiz 4,** In-class Activity 5: Critically Appraising the Evidence 3  
Chapter 7 Synopses Discussion/Review Exercise #5  
**Readings:** Rubin- Chapter 7  
**Readings to Critique:** Harrison, et al. (1999), Ronen & Rosenbaum (2001)

Week 9  
**Step Three: Critical Appraisal of the Evidence - Systematic Reviews and Meta-Analyses**  
**Quiz 5,** In-class Activity 6: Critically Appraising the Evidence 4  
Chapter 8 Synopses Discussion/Review Exercise #7  
**Readings:** Rubin- Chapter 8  
Week 10  
**Step Three: Critical Appraisal of the Evidence - Nonexperimental Quantitative Studies** (Surveys, Longitudinal/Cross-Sectional, Case Control)  
**In-class Activity 7: Critically Appraising the Evidence 5**  
Assignment B Due  
Chapter 9 Synopses Discussion  
**Readings:** Rubin- Chapter 9, **Listen:** Science Versus  
**Readings to Critique:** Rubin & Parrish (2007), Choi et al. (2015)

Week 11  
**Step Three: Critical Appraisal of the Evidence – Qualitative Studies**  
**Quiz 6, In-class Activity 8: Critically Appraising the Evidence 6**  
Chapter 10 Synopses Discussion  
**Readings:** Rubin- Chapter 10  
**Readings to Critique:** Hall (2017), Marcelin, et al. (2006)

Week 12  
**Step Three: Critical Appraisal of the Evidence – Appraising Instruments, Step Four: Selecting and Implementing the Intervention (Selecting/Constructing Instruments)**  
Selecting the Intervention, Assessment Instruments, Validity/Reliability/Feasibility  
Chapter 11 Synopses Discussion/Review Exercises #1 & #2  
**In-class Activity 9: Selecting and Implementing Intervention**  
**Quiz 7 & 8 – Appraise your Group Articles**  
**Readings:** Rubin- Chapter 11

Week 13  
**Step Five: Evaluation – Monitoring Client Progress**  
Designing an Evaluation, Multi-systemic evaluations, Practical Issues, Barriers, and Politics, Disseminating the Findings  
**Quiz 9, In-class Activity 10: Create Evaluation Plan**  
Assignment C Due  
**Readings:** Rubin- Chapter 12

Week 14  
**No Class – Thanksgiving Break**

Week 15  
**CATCH UP**  
Meet with Instructor for Final Quiz Grade  
Assignment D Due  
**Readings:** Articles for final - TBA

Week 16  
**Final Exam (645 to 915 pm)**

VIII. COURSE REQUIREMENTS

A. Course expectations,  
**Instructor expectations:** It is my responsibility to deliver course content and facilitate learning through a combination of class discussion, lecture, and creation of meaningful activities and assignments. It is also my responsibility to be on time and present in the classroom, provide timely feedback on assignments, and be available to students during office hours. I care deeply about contributing to the profession of social work by facilitating the growth and development of future social workers and colleagues I would be proud to work alongside. I promise to be an active learner myself and listen to constructive feedback about opportunities to make learning more meaningful in the classroom.

**Student expectations:** A student’s responsibility is primarily **to be accountable for their own learning** through adequate class preparation and meaningful class contributions. This means **setting aside regular time during the week** to read and review course content and complete assignments. This also means making time to ask questions during office hours if needed. I have found that students who are able to set aside regular intervals during the week to prepare for class have better outcomes than those who try to complete all their work in the hour prior to class. **Homework, ICAs, papers, projects, other assignments, etc are due prior to the start of class, unless otherwise noted.** Your learning is your own, and your time in the program is an opportunity to practice the professionalism you will use in the field. Please be respectful.

B. Class attendance and participation: In order for the class to discuss the readings and complete in-class activities, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate. Furthermore, students are expected to arrive on time and stay for the duration of the class. Absences and/or a persistent
pattern of lateness will affect a student’s grade. Finally, students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Absences: At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Conduct and Outreach and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by the Office. The notification is only provided as a courtesy to the student and the student's instructor(s). For more information, click on “absence notification” here: https://www.sfasu.edu/deanofstudents/student-resources/report-it

Cell phones/electronic devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average.

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

D. Quizzes: Ten (10) quizzes worth ten (10) points each will be given over the semester to test for general comprehension of the course material (assigned readings and/or previous lecture topics). Permission to miss any quiz will be based on “Absence” policy above. Missing a quiz without either prior permission or an excused absence will result in a grade of "0" on that quiz. The instructor will schedule make-up quizzes.

E. 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, which will be based on your preparedness and participation. Permission to miss any in-class activity will be based on “Absence” policy above. Missing an in-class activity without either prior permission or an excused absence will result in a grade of "0" on that activity. The instructor will schedule make-up activities.

F. Exams: One (1) final exam will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/response, and guest presentations are subject to examination. The exam will consist of critical analysis of research articles.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on “Absence” policy above. Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

G. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A-D are to be typed in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points. Please visit this website for more information and resources on APA: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. See the descriptions of Assignments A & B for additional assignment guidelines.

Late assignments: Students are expected to turn in assignments at the scheduled time. Permission to miss any exam will be based on “Absence” policy above. Turning in an assignment late will result in 5-10% of the total points being deducted from the total points earned for each day the assignment is late, with a max of 50% deducted after one week. You may turn in any assignment up to the last day of class prior to the final for up to 50% credit.

H. Additional information: Important dates and deadlines: https://www.sfasu.edu/registrar/registration-information/dates-deadlines. Office of Student Conduct and Outreach resources: https://www.sfasu.edu/sco/resources
**GRADING:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes – 10 @ 10 pts each</td>
<td>100</td>
</tr>
<tr>
<td>In-class Activities – 10 @ 10 pts each</td>
<td>100</td>
</tr>
<tr>
<td>Assignment A – Case Study</td>
<td>50</td>
</tr>
<tr>
<td>Assignment B – Annotated Bib</td>
<td>50</td>
</tr>
<tr>
<td>Assignment C – Article Critiques</td>
<td>40</td>
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<tr>
<td>Assignment D – Intervention and Evaluation Plan</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

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

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**Academic Integrity (4.1)**

*The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.*

[The Code of Student Conduct and Academic Integrity](https://www.sfasu.edu/policies/course-grades-5.5.pdf)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades 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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby) [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249 dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202 [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.

Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching

**Alcohol and Other Drug Education** [www.sfasu.edu/tehub](http://www.sfasu.edu/tehub)
936.468.4008 thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
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. **You will use the critique format under Assignment C for the critical appraisals.** 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. You will be given a template to complete and turn in.

**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 group members and instructor. These articles will be critiqued and shared with your group for two (2) quiz grades (week 12).

**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), using the template provided. This week’s focus is on Experimental Designs. Article(s): Edmond et al (1999) & Shapiro (1989).

**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), using the template provided. This week’s focus is on Quasi-experimental Designs. Article(s): Johnson et al. (1997), Springer et al. (2000), Black et al. (2000).

**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), using the template provided. This week’s focus is on Quasi-experimental Designs. Article(s): Harrison et al. (1999) & Ronen & Rosenbaum (2001).

**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), using the template provided. This week’s focus is on Systematic Reviews & Meta-Analyses. Article(s): Rubin (1992), Villarreal-Otalora et al. (2019), Gorey et al. (1998), Lundahl et al. (2013).

**In-class Activity 7: Critically Appraising the Evidence 5.** 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), using the template provided. This week’s focus is on Non-experimental Designs. Article(s): Rubin & Parrish (2007) & Choi et al. (2015).

**In-class Activity 8: Critically Appraising the Evidence 6.** 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), using the template provided. This week’s focus is on Qualitative Designs. Article(s): Hall (2017) & Marcelin et al. (2006).

**In-class Activity 9: Selecting and Implementing the Intervention.** Each group will work together in class to develop a treatment plan based upon evidence identified and appraised for in-class activity #2. You will share your article appraisals with your group, using the format provided, and you will work together to select or create a measurement tool and specific treatment plan for your case study.

**In-class Activity 10: Create Evaluation Plan/Evaluating the Intervention.** Each group will work together in class to complete the evaluation plan from in-class activity 9. You will have two class periods to complete the evaluation plan and present to your instructor for your final quiz grade. There will be a template for the presentation provided.
“Your Research Question” for ICA #1

My case study:

What would you like to know more about?

a. Independent Variable:

b. Dependent Variable:

c. Sample Population:

d. Type of Research Question (refer to chapters 1 & 3 in your text – there are six (6) types of research questions)

  What is the impact of INDEPENDENT VARIABLE on DEPENDENT VARIABLE among POPULATION?

Search Terms:
Assignment A - Case Study

For this assignment you need to develop a case study for an individual who 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. 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/their referral
to you. Be sure to include detailed information about the individual, such as 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/their 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/their 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, etc).

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 impacted your client’s
academic performance. If your client is an adult, this section should include information about his/her/their 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).

You will submit the assignment to D2L on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in 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
6) At least one systematic review or meta-analysis

The paper should begin with a brief statement of the problem/issue that is being investigated and the question that is guiding the process. This should be followed by the five entries. Each entry reference (which should already be in APA format and alphabetical order) will be followed by two paragraphs – one that briefly describes and summarizes the source’s contents (first paragraph) and another that makes a clear statement about its importance to the chosen topic (second paragraph). The paragraphs must summarize the information in your own words and should not contain direct quotes.

You are expected to submit a link to the article as a part of the reference. If there is not a DOI, you must submit an electronic copy of the article as well (PDF). Assignments will be considered late until all articles are submitted.

You will submit the assignment to D2L on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in D2L.

This assignment is worth up to 10 points per article/annotation for a total of 50 points.

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

You will choose two of the five articles you identified in Assignment B. You are expected to critically appraise both of the articles on the following categories:

1. Thoroughness of Literature Review
2. Problem Formulation, Conceptualization, and Operationalization
3. Recruitment
4. Sampling
5. Methods and Design
6. Data Collection, Measurement, and Instrumentation
7. Procedures/Ethics
8. Data Analysis
9. Findings and Implications of the Results, and Limitations
10. Dissemination and Relevance/Applicability to Generalist Social Work Practice.

Use the template found on the next page for formatting (“Critique Worksheet”). You should have a paragraph (5-8 sentences) for each section.

You will submit the assignment to D2L on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in D2L.

This assignment is worth up to 20 points for each critique for a total of 40 points.

Please refer to the course schedule for the due date.

ICA Critiques
You will not be expected to write full paragraphs for these ICA article critiques. Rather, you will use the format to identify the concepts and guide discussion about particular aspects as identified by your instructor. This will also help you identify article strengths and weaknesses.

ICA Articles/Quiz 7 & 8
You will use this same format as a guide to present your two articles from ICA #2 to your group (during ICA #9).

Presentation of Critique to Group:
You must specify if article is quantitative or qualitative. You must also share why you picked this article and how it relates to your research question. You then only need to Pick ONE (or TWO) aspects of the article to discuss in detail with the group. Pick the part of the article that was most interesting to you. Describe what they authors did and why it was interesting to you.

Options to consider include:
- Lit Review/Background (strengths & weaknesses)
- Sampling (how were people recruited, what diversity was present or absent)
- Data Collection (instruments, strategies)
- Research Procedures, including research ethics
- Data analysis (how they organized and managed data)

The two article critiques presented to your group will be worth two quiz grades for up to 20 points. You will have two typed documents that will be submitted in a D2L dropbox. They will follow the Critique Worksheet format, but can be shorter than the critiques for Assignment C (but must still be thorough!). Like in the presentation, after identifying all the elements, you can choose which section you want to highlight.
Critique Worksheet

1. APA Citation of Article:

2. AUTHORS: Who wrote this article? How would you describe their gender, race, and ethnic identity? What is their professional background? What bias might this person/team have?

3. LITERATURE REVIEW/BACKGROUND: What were the main points in the literature review? What are the strengths and weaknesses of this literature review? Does it adequately cover the topic? Does it logically build up to research question(s) and/or hypothesis(es)?

4. PROBLEM FORMATION, CONCEPTUALIZATION, & OPERATIONALIZATION: Is there a research question(s) and/or hypothesis(es)? Are they well thought out? Does the hypothesis(es) allow the researcher to answer the research question accurately? Are the variables operationally defined, measurable, and consistent with the hypothesis(es)?

5. RECRUITMENT/SAMPLING: What population was recruited to participate in this study? How were they identified? What sampling method is used? Is it applied appropriately? What diversity was present in this sample? Who does the sample leave out? What was the sample size? In other words, how many people participated in the study?

6. METHODS/DESIGN: What kind of research is the study an example of? (Check one and give explanation)
   - Qualitative
   - Quantitative
   - Both (mixed methods)
   Is it consistent with the research question(s) and hypothesis (es) and implemented appropriately?

7. DATA COLLECTION/MEASUREMENT/INSTRUMENTATION: How was data collected? What were the strengths and weaknesses of this data collection plan? Does it accurately measure the variables as conceptualized and operationalized? Is it reliable and valid? Note that the researchers may have used more than one type of data collection/instrument (e.g. Questionnaires, Scales, Interviews, Observation, Secondary Data).

8. RESEARCH PROCEDURES/ETHICS: Evaluate the overall procedures. Did this design show respect for human subjects and research ethics? What might you have done differently?

9. DATA ANALYSIS: What statistical tests are utilized? Are they appropriate for the level of measurement, hypothesis(es), and sampling method?

10. FINDINGS/IMPLICATIONS/LIMITATIONS: Describe one of the authors’ findings. (Look in “Results” and “Discussion” sections) Is there discussion about how diversity (i.e. race/gender/ethnicity/age/sexual orientation) impacts outcomes? Based on all of the above factors, can the author draw the implications included in this article? What are the reported limitations to the study?

11. DISSEMINATION: Who do you think might be interested in these findings? How might you share this work with this audience?

12. REFLECTION/RELEVANCE TO SOCIAL WORK:
   a. Your Social Work Practice: How does this article inform your social work practice?
   b. Anti-Racism Lens: How does this article reinforce or dismantle racist ideas?
Assignment D – Intervention Plan

This 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. The narrative must also explain your evaluation plan/process.

You will submit the assignment to D2L on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate dropbox in D2L.

This assignment is worth 60 points.

Please refer to the course schedule for the due date.

ICA #10 – Template to present your group case study to your instructor.

Your group has also walked through the process you completed individually with Assignments A-D. For ICA #10. You will give a short presentation of your work to the instructor. The presentation needs to include:

- a short summary of your case
- your research question
- a brief summary of the different articles you found
- the intervention you chose (and WHY)
- your evaluation plan for the client(s)

You need a visual aid and every person in your group must speak. Be creative!


Additional Resources


