SOCW 4355.410 Research Practicum
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Office: Social Work Building, 103
Office Hours: Wednesday 10:00 AM – 2:00 PM
Thursday 11:00 AM – 3:00 PM
Friday 10:00 AM – 12:00 PM
Office Hours/Location: School of Social Work/Zoom
Tues./Wed./Thurs.: 10:00 am – 2:00 pm
Appointments may be in-person or virtual.

Prerequisites: SOC 378 & SOC 379

COURSE SYLLABUS

I. COURSE DESCRIPTION

SOCW 4355 Research Practicum examines the application of social work knowledge and the basic principles of social research to generalist social work practice.

II. COURSE OVERVIEW

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.

III. COURSE CONTACT HOURS AND STUDY HOURS

Course credit is determined per CSWE Educational Policy and Accreditation Standards (EPAS).
IV. TEXT AND MATERIALS

Required Text:

Recommended Text:

V. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective in a Rural Context to social work practice, and both are defined as follows:

Generalist practice is a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem-solving framework and a broad knowledge, value, and skill base, which demands ethical practice and on-going self-assessment.

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.

Rural context refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural
according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

a. Demonstrate Ethical and Professional Behavior.
b. Engage Diversity and Difference in Practice.
d. Engage In Practice-Informed Research and Research-Informed Practice.
e. Engage in Policy Practice.
f. Engage with Individuals, Families, Groups, Organizations, and Communities.
g. Assess, Individuals, Families, Groups, Organizations, and Communities.
h. Intervene with Individuals, Families, Groups, Organizations, and Communities.
i. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

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

VII. STUDENT LEARNING OUTCOMES (CSWE 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).

6. Use the standards of the National Association of Social Workers Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles in applying evidence-based strategies. (Competency 1).

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).

VIII. 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.

IX. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

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). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

X. COURSE CALENDAR

Please be advised that the schedule may vary as some topics take longer to cover than others, and as unexpected opportunities (i.e., guest speakers, videos, etc.) to enhance/support course material and class discussions may arise.

Week 1 (8/31) 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
Readings: Rubin & Bellamy- Chapter 1; NASW Code of Ethics, Section 5.02; Gambrill (1999a); Gambrill (1999b); Gambrill (2006); Munro (2002).
Week 2 (9/7)  Steps in the EBP Process
Step One: The Question
Formulating the Question (Operationalize the Need)
**In-class Activity 1: Question Formulation**
*Readings:* Rubin & Bellamy- Chapter 2; Springer et. al (2002).
Approve topics for Assignment A

Week 3 (9/14)  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 4 (9/21)  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 5 (9/28)  Assignment A Due
Step Three: Critical Appraisal of the Evidence (Continued)
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 6 (10/5)  Step Three: Critical Appraisal of the Evidence (Continued)
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 7 (10/12) Step Three: Critical Appraisal of the Evidence (Continued)
Multiple Time-Series Designs
Single-Case Designs
Readings: Rubin & Bellamy- Chapter 7; Rubin, (2000).

Week 8 (10/19) Assignment B Due
Step Three: Critically Appraising of the Evidence (Continued)
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 8; Rubin, (2000).

Week 9 (10/26) Step Three: Critical Appraisal of the Evidence (Continued).
Critically Appraising Nonexperimental Quantitative Studies Surveys
Cross-Sectional and Longitudinal Studies Case-Control Studies
Readings: Rubin & Bellamy- Chapters 9
In-class Activity 7: Critically Appraising the Evidence 5

Week 10 (11/2) Step Three: Critical Appraisal of the Evidence (Continued)
Critically Appraising Qualitative Studies
Qualitative Observation Qualitative Interviewing Qualitative Sampling Grounded Theory
Frameworks for Appraising Qualitative
Readings: Rubin & Bellamy- Chapters 10

Week 11 (11/9) Assignment C Due
Step Four: Selecting and Implementing the Intervention.
Critically Appraising and Selecting Assessment Instruments
Reliability Validity Sensitivity Feasibility Sample Characteristics
Readings: Rubin & Bellamy- Chapters 11
In-class Activity 8: Selecting and Implementing the Intervention
Week 12 (11/16) Step Five: Evaluation
   Monitoring Client Progress
   Readings: Rubin & Bellamy- Chapter 12
   In-class Activity 9: Evaluating the Intervention 1

Week 13 (11/23) THANKSGIVING BREAK

Week 14 (11/30) Step Five: Evaluation (Continued)
   A Practitioner-Friendly Design Feasible Assessment Techniques
   Readings: Rubin & Bellamy- Chapter 12; Gambrill (2008)
   In-class Activity 10: Evaluating the Intervention 2

Week 15 (12/7) Assignment D Due
   Course Summary
   Review for Final Exam

Week 16 (12/14) FINAL EXAM

XI. 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.

   A. Cell Phones/Other 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. Additionally, in order to protect sensitive information shared by anyone in
      class, NO RECORDING (video, audio, etc.) and NO PICTURES are allowed,
      unless permitted by the instructor. Requests of this nature must be submitted in
      writing to the instructor BEFORE any such activity occurs. Any repeated
      classroom interruptions may result in a grade deduction and/or dismissal
      from the class. 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 five (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 syllabus assignment description. 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.

**XII. GRADING POLICY**

*Total points earned from graded items will be calculated, and a letter grade will be assigned as follows:*

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes- 5 @ 10 pts each</td>
<td>50</td>
</tr>
<tr>
<td>In-class Activities- 10 @ 10pts each</td>
<td>100</td>
</tr>
<tr>
<td>Assignment A</td>
<td>50</td>
</tr>
<tr>
<td>Assignment B</td>
<td>50</td>
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<tr>
<td>Assignment C</td>
<td>50</td>
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<tr>
<td>Assignment D</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
</tr>
</tbody>
</table>
XIII. GRADING SCALE

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

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. 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 Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. **Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;

submitting a work that has been purchased or otherwise obtained from the Internet or another source;

Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.

2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.

3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.

4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Academic Integrity (4.1)**

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.*

**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 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.

Note: The following is specific to School of Social Work.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

XVI. 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 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.

XVII. 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/.

XVIII. 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
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
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/thehub
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
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 separately. 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 separately. 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.
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 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 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


