COURSE SYLLABUS

I. COURSE DESCRIPTION
Application of social work knowledge and 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).
Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Online or hybrid courses should employ various strategies for creating student-professor contact and are held to the same standard for contact hours and out-of-class work as face-to-face classes.
IV. TEXT AND MATERIALS

REQUIRED TEXT:

RECOMMENDED TEXT:

V. CURRICULUM DESCRIPTION

The BSW program at SFA features the generalist practice in a Rural Context. Both are defined below.

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 problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and 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 COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed 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

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

Upon successful completion of this course, students 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. (Compentency 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).
**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

**VIII. INSTRUCTIONAL METHODS**

The primary instructional model for this course is collaborative learning. Specifically, the class will cover course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, class discussion, group exercises, online activities, assigned readings and individual projects. 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, as well as connect it to 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**

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfasu.edu/d2lsupport

**X. COURSE CALENDAR**

**Week 1** Topic: Course Overview/APA/EPAS/Research and Generalist Social Work Practice  
Date: 1.17  
Specific topics: in-class activity  
Readings: n/a  
Assignment: get book/ethics assignment  
Class Preparation: class activity

**Week 2** Topic: Step One: The Question  
Date: 1.24  
Specific topics: Formulate the research question  
Readings: chapters 1; ethics; Gambrill (1999a); Gambrill (1999b); Gambrill (2006); Munro (2002); CSWE EPAS  
Assignment: have Paper A topics approved  
Class Preparation: ethics assignment; read chapter 1; chose groups for In-class

**Week 3** Topic: Step Two: Locating the Evidence  
Date: 1.31  
Specific topics: engaging the client
Readings: chapter 2; Springer, Abell, & Hudson (2002)
Assignment: read chapters 1, 2, and 3
Class Preparation: IC-1

**Week 4** Topic: Library Day
Date: 2.7
Specific topics: Learn how to do research
Readings: text chapter 2 and 3
Assignment:
Class Preparation: IC-2

**Week 5** Topic: Critical Appraisal of the evidence
Date: 2.14
Specific topics: Statistical Decision-Making; Interpreting Statistics; Statistical vs. Clinical Significance
Readings: Rubin- Chapter 4; Jacobson & Revenstorf (1988)
Assignment: Assignment A due in dropbox before 2.18.24
Class Preparation: IC-3

**Week 6** Topic: Step Three: Critical Appraisal of the Evidence (cont)
Date: 2.21
Specific topics: Criteria for Inferring Effectiveness; Critically Appraising Experiments
Readings: Rubin- Chapters 5; Toomey & First (1993)
Class Preparation: IC-4

**Week 7** Topic: Step Three: Critical Appraisal of the Evidence (cont)
Date: 2.28
Specific topics: Critically Appraising Quasi-Experiments (Group, Time-Series, & Single Case Designs)
Readings: Rubin- Chapter 6
Class Preparation: IC-5

**Week 8** Paper B due in dropbox before 23:59 on 3.8.24
NO CLASS - - Dr. Morris is out of town presenting at the 2024 BPD Conference

**Week 9** SPRING BREAK - - NO CLASS - - BE SAFE AND HAVE FUN!

**Week 10** Topic: Step Three: Critical Appraisal of the Evidence (cont)
Date: 3.20
Specific topics: Systematic Reviews and Meta-Analyses; Nonexperimental Quantitative Studies
Readings: Rubin- Chapter 7; Rubin (2000)
Assignment:
Class Preparation: IC-6

**Week 11** Step Three: Critical Appraisal of the Evidence (cont)
Date: 3.27
Specific topics: qualitative studies
Readings: Rubin- Chapter 9 & 10; Rubin (2000)
Assignment: Assignment C due in dropbox before 23:59 on 4.1.24
Class Preparation: IC-7-prep
Week 12 Step Three: Critical Appraisal of the Evidence (cont)
   Date: 4.3
   Specific topics: IC-7
   Assignment: IC-7
   Class Preparation: IC-7

Week 13 Topic: Step Four: Selecting and Implementing the Intervention
   Date: 4.10
   Specific topics: Selecting the Intervention; Client Values, Needs, Involvement, and Education; Maintaining Fidelity; Transparency in the Process; Role of Practice Wisdom; Advocating for EBPs
   Readings: Rubin – chapter 11
   Assignment: IC-9
   Class Preparation: In-class activity 8

Week 14 Topic: Step Five: Evaluation
   Date: 4.17
   Specific topics: Assessment Instruments; Designing an Evaluation; Multi-systemic evaluations; Practical Issues, Barriers, and Politics; Disseminating the Findings
   Readings: Rubin- Chapter 12; Rubin (1997); Springer, Abell, & Hudson (2002)
   Assignment: IC-9
   Class Preparation: In-class activity 9

Week 15 Topic: In-Class Activity 10
   Date: 4.24
   Specific topics: IC-10
   Readings: see schedule
   Assignment: IC-10
   Class Preparation: IC-10

Week 16 Dead Week – review
   Date: 5.1.24
   Specific topics: review for final
   Readings: review for final
   Assignment: Paper D due in dropbox before 23:59 on 5.3.24
   Class Preparation: review for final

Week 17 Final Exam 5.8.24 at 4p in-class

XI. COURSE REQUIREMENTS

A. 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 discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

   Cell Phones/Pagers/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 the final average.

B. **Readings:** The course outline provides a list of required weekly readings. 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.

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.

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [http://www.sfasu.edu/73.asp](http://www.sfasu.edu/73.asp)). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams.

D. **In-Class Activities:** There will be 10 In-class activities over the course of the semester. Each activity will be worth 10 points, and will be based upon preparedness and preparations. If you are not present for the class, you will not earn points for this activity. 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. **Attendance and Participation:** As this is class is so fast-moving, attendance and active participation is required for each scheduled class period. Active preparation is required between classes as a function of keeping up with readings and assignments. Attendance will be taken at the beginning of each class. I do accept University-approved excuses for absences and tardiness, or for those instances that accompany documentation. All other excuses will not be accepted.

F. **Assignments:** You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A & B are to be typewritten (by typewriter or word processor) 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* (6th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the date/time the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.
XII. **GRADING POLICY**

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Quizzes</td>
<td>50</td>
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<td>In-class Activities</td>
<td>100</td>
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<td>Assignment A</td>
<td>50</td>
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<td>Assignment B</td>
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<td>Assignment C</td>
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<td>Assignment D</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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XIII. **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)

XIV. **ACADEMIC INTEGRITY (SFA Policy 4.1)**

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.

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.

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.

XV. 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.

XVI. 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/.

XVII. 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/thehub](http://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 741-7
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 submit the articles from your group in the appropriate dropbox in 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:

- **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.
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 1/31/24. 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 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, 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 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 no later than 4 pm 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. 2.18.24 23:59
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 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. The paragraphs must summarize the information in your own words and should not contain direct quotes. The entries (references) are to be in alphabetical order. For example:


The author reports the results of an exploratory qualitative study that investigated the application of “traditional” administrative functions and process to collaboration among organizations (as defined by Mattessich & Monsey, 1992). The study employed semi-structured interviews with 12 social workers employed as administrators in human service organizations located in Southern California. Data analysis resulted in the following themes: 1) relationship building, 2) participatory planning, 3) coordinating and sharing of tasks, 4) collective decision making, 5) problem solving/conflict resolution, and 6) facilitative leadership. The author provides an informative discussion of the themes and their implications for administrative involvement in collaborative efforts. The findings and conclusions are consistent with the literature on collaboration, as well as leadership and administration.

This article is important to my topic because…

You are expected to submit an electronic copy of each article included in the annotated bibliography. Assignments will be considered late until all articles are submitted.

You will submit the assignment to D2L no later than 4 pm 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 50 points.

Please refer to the course schedule for the due date. 3.8.24 23:59
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.

You will submit the assignment to D2L no later than 4 pm 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 50 points.

Please refer to the course schedule for the due date. 4.1.24 before 23:59
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’s issue(s). The intervention plan should include evidence-based interventions for the issue(s) and target two systems (individual and one of the following: family, group, organization, or community). The plan should be written in a format where you identify goals (where you want to be AFTER the intervention) and objectives (exactly HOW you will get to your goals) for each system and intervention. Your intervention plan is to be accompanied by a narrative that explains and supports your choice of interventions. This should include specific examples of how goals were set, the use of any assessment instruments, the choice of intervention methods and timelines, how progress is to be measured, how we know when success has been achieved, and plans for thoughtful termination upon goal attainment. This is to be done for each of the 2 systems you chose, and ought to include references from you literature that directly and explicitly support the choices of your intervention plan.

This part of the assignment is worth 75 points.

You will submit the assignment to D2L no later than 4 pm 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 100 points.

Please refer to the course schedule for the due date. 5.3.24 before 23:59
BIBLIOGRAPHY


