MODULE TITLE/SECTION:
SOCW 6305: Research and Knowledge Building in Social Work Practice

TIME: FALL 2019

FACULTY & CLASS MEETING TIMES:

Chiara Acquati, PhD (Coordinator) cacquati@central.uh.edu, 713-743-4343
Cohort 1: Thursdays, 8:30-11:30 am
Cohort 2: Thursdays, 1:00-4:00 pm

Jessica Donuhue-Dioh, PhD, jidonohu@central.uh.edu
Cohort 3: Thursdays, 1:00-4:00 pm

OFFICE HOURS: To be announced by each instructor

I. Course
   A. Catalog Description
      Skills in research and knowledge building strategies for use in social work practice, including practice evaluation.

   B. Purpose
      Focuses on learning the fundamentals of qualitative and quantitative research designs and methods useful in evaluating social work practice with an emphasis on critically appraising research to inform micro and macro practice decisions.

II. Course Objectives
   Upon completion of this module, students will be able to:
   1. Apply critical and analytical thinking to the process of scientific inquiry.
   2. Demonstrate an understanding of research terminology and basic research methodology.
   3. Describe ways in which theory can be used to inform research.
   4. Formulate an evidence based practice research question in an area of student interest.
   5. Identify sources for gathering evidence to support practice and describe the strengths and limitations of different sources.
   6. Conduct a systematic search of the research evidence to answer the question proposed for study.
   7. Present the findings of their research project.
   8. Demonstrate an understanding of ethical issues and culturally responsive approaches in research.
III. Course Content
This module is the first of two required research modules in the MSW curriculum and is required of all students during the completion of their foundation curriculum. A topical outline is included at the end of this syllabus.

IV. Course Structure
This class will utilize several methods of instruction including lectures (both in person and online), discussions, in-class exercises, assigned and recommended readings, and homework assignments integrated with the lectures. Blackboard may be used for assignments and communication. Guest speakers may be invited to complement class experience.

The Blackboard site is the intellectual property of the Module instructors. Its contents include class notes, PowerPoint slides, summary notes from secondary sources, quiz materials, etc. Other materials retrieved electronically and included on this website are used solely for educational purposes and remain the property of the original source, including government entity and other publication copyright. The module materials at the Blackboard site are for the exclusive use of students registering for this module section. The contents are not to be duplicated, sold or otherwise distributed without the expressed written consent of the Module instructors.

V. Textbooks
Required:

Recommended:

VI. Course Requirements
A. Reading Assignments:
Specific reading assignments are noted on the module outline and periodically, additional reading assignments may be announced in class. See module bibliography on Blackboard for additional recommended references (websites, journal articles, and books).

B. Online Lectures/Content:
Some online supplementary materials will be assigned regularly throughout the semester.

C. Assignments: See appendix A for detailed information on assignments.
VII. Evaluation and Grading
Final grades will be based upon all the class assignments and class participation. All assignments must be completed and uploaded to Blackboard by Thursday at 11:59pm.

The following standard grading scale has been adopted for all courses taught in the college. This scale will be used to assign final course letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96-100%</td>
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<tr>
<td>A-</td>
<td>92-95.9%</td>
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<tr>
<td>B++</td>
<td>88-91.9%</td>
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<tr>
<td>B</td>
<td>84-87.9%</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
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<tr>
<td>C+</td>
<td>76-79.9%</td>
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<tr>
<td>C</td>
<td>72-75.9%</td>
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<tr>
<td>C-</td>
<td>68-71.9%</td>
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<tr>
<td>D</td>
<td>64-67.9%</td>
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<tr>
<td>F</td>
<td>Below 64%</td>
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| Assignment #1 | Human Subjects (CITI) Training Certificate | 5% |
| Assignment #2 | Annotated Bibliography                      | 10%|
| Assignment #3 | Article Critique (Group Exercise in Class)  | 15%|
| Assignment #4 | Poster (Final Product & Presentation)       | 25%|
| Assignment #5 | Final EBP Paper                             | 20%|
| Participation  | In class participation                      | 10%|
| Midterm       | Test                                        | 15%|

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.
IX. **Policy on academic dishonesty and plagiarism**

Please click the link below for the full explanation of the Academic Honesty policy and procedure:


**Definitions:**

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

**Plagiarism**

a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

**Cheating and Unauthorized Group Work**

b. Openly cheating in an examination, as copying from another’s paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;

d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;

e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;

f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

**Fabrication, Falsification, and Misrepresentation**

g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;

h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;

i. Falsifying results in laboratory experiments;

j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;

k. Representing oneself as a person who has earned a degree without having earned that particular degree

**Stealing and Abuse of Academic Materials**

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;

m. Mutilating or stealing library materials; misshelving materials with the intent to reduce
accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

All presentations, papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

APA style guidelines: https://owl.english.purdue.edu/owl/resource/560/01/
APA Sample Paper: https://owl.english.purdue.edu/owl/resource/560/18/
APA In-Text Citations: https://owl.english.purdue.edu/owl/resource/560/02/
Online Course on the APA Style: http://www.apastyle.org/learn/courses/index.aspx

X. Course Schedule and Reading Assignments

Please see the attached course schedule on p. 8

XI. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400. Link: http://www.uh.edu/csd/
XII. **Counseling and Psychological Services**
Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let's Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. Here is the program link: [http://www.uh.edu/caps/outreach/lets_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html).

XIII. **Addenda: Classroom guidelines**
Some classroom practices have been created to promote students’ learning and the quality of the course experience for the whole class.

1. **Classroom Attendance & Punctuality.** This course is structured to provide class time for classroom instruction, group and individual work. Attendance and preparation is critical to your success in this course. Absences must be communicated in writing to the professor. Students are allowed 1 absence per semester. More than 1 absence during face to face class times will result in a 1 point deduction on your final grade per absence (2 absences = 1 point deducted from final grade). Approval for an absence (and waiver of point deduction) must be discussed with instructor prior to the absence and will be managed on a case by case basis. **Punctuality is an important professional practice. Class will begin promptly.** While occasional lateness or absence is understandable, a pattern of either will affect the final grade.

2. **Class Participation.** The class experience is co-constructed. Students are expected to participate in an interactive exchange among students and the instructor. Participation and discussion are a critical part of the course. In addition to class attendance, your contributions to and participation in the discussion should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings. Students are expected to complete the readings prior to class and should be prepared to participate in discussions and experiential learning assignments.

3. **Professional Behavior and Ethical Conduct.** The classroom is an opportunity to practice professional behavior consistent with our Code of Ethics, including mutual respect. We share the class as a time to learn in a safe and nonjudgmental environment. Students are encouraged to demonstrate tolerance and respect for opinions that differ from their own. Active involvement in class sessions and small group activities entails some level of personal self-disclosure. Students might share personal information during class discussions or demonstrations. Because of the nature of the vulnerability, trust, and openness needed to learn about how to be an effective social worker, it is extremely important that confidentiality be maintained and the student’s right to privacy respected by all. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and avoid using names or identifying features of your classmates. The same guidelines are to be followed when sharing about clients that you may have worked with.
Due to the diversity of our program and the uniqueness of each individual, there may be topics on which you may disagree with your instructors or other students. Your instructors strive to present you with the most up-to-date evidence-based information concerning effective social work interventions. However, not everyone in this class will have the same values or beliefs based on their own unique upbringing and personal experiences. Students are expected to think critically and to disagree in a respectful manner. This involves active and attentive listening, seeking to understand each other’s viewpoints, asking clarifying questions, and sharing your own opinions in a respectful manner. Personal attacks, use of derogatory language or other inappropriate classroom conduct will not be tolerated and may serve as grounds for dismissal from the class. Please refer to the GCSW Code of Student Conduct for more information or guidance on this topic. Please also see the National Association of Social Workers Code of Ethics available on Blackboard for more information concerning appropriate conduct for social workers.

4. Communication: Effective communication between students and instructors is important. Students are expected to check UH email and Blackboard daily, as this is the way in which the instructors will communicate any changes or updated information to the class. The best way to get in touch with your instructors regarding any questions you may have is by email. Please use the email addresses above rather than Blackboard email. Leaving messages on the instructors’ voicemail is not recommended. It is strongly recommended that students stay in communication with the instructors about any difficulties they may be experiencing in the course. If students are concerned about their class performance or have difficulty with class content, they are expected to reach out to the appropriate instructor for help understanding the class material and/or assignments prior to the end of the semester.

5. Late Assignments. Late assignments will receive a 10% deduction to the total possible points per each day late. Assignments may be turned in a maximum of 5 days late. Late assignments must include a cover sheet listing:
   - Date Due
   - Date Submitted
   - Number of Days Late
Approval for a late assignment (and waiver of point deduction) must be obtained from instructor prior to the assignment due date. In case of an emergency or unexpected event, the student must contact the instructor in writing within 24 hours of the missed assignment. Each situation will be managed on an individual basis and may require some form of documentation.

6. Electronic Devices. Please do not video or audiotape any lectures, discussions, or demonstrations. Recording parts of class sessions could pose problems with respect to confidentiality and privacy. Please make sure to turn all cell phones and electronic devices to silent before entering the classroom. If you use laptops/tablets to take notes or to view the power points, please make sure that you are using them for their intended purpose. Failure to do so may lead to your instructors not allowing them to be used by you, and/or your classmates.
### SOCW 6305: Research & Knowledge Building in Social Work Practice

#### MODULE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Reading</th>
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| Week 1| August 22                                  | **Class Participation Assignment:** Come to class with one paragraph describing a target problem or target population in micro or macro social work practice of interest to you (perhaps one that you think you might like to work with in your professional practice) that might be used for your final assignment:  
1. Write **two sentences about the problem** and its **importance for social work**.  
2. Then, write the **first draft of your research question**:  
   "What is the most effective [intervention, program or policy] for [your target problem and population]?"  
   This paragraph should be typed and will be factored into your class participation grade. Post on Blackboard by **August 22 by 11:59 pm**. Bring a hard copy to class  | **Assigned Readings:** Rubin & Bellamy, Chapter 1, 2 (BB)  
**Recommended Reading:** Holosko, Chapter 2 (BB) |
| Week 2| August 29                                  | **Class Participation Assignment:** Complete the worksheet from the librarian posted in this week’s lesson folder and upload it to Blackboard by **August 29 at 11:59 pm**. (You will work on this during the session at the library)  | **Assigned Readings:** Rubin & Bellamy, Chapter 3  
Review Online Content in preparation for the session |

**Class will meet at the UH MD Anderson Library**

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<th>Week 3</th>
<th>Ethics in Research</th>
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<tr>
<td>September 5</td>
<td>ASSIGNMENT #1: Upload your CITI TRAINING CERTIFICATE (FULL COURSE!) Upload your certificate to Blackboard by September 5 by 11:59 pm (see full details in the Appendix A)</td>
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**Assigned Readings:**
Rubin & Babbie, Chapter 16 (BB)

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<tr>
<th>Week 4</th>
<th>Key Criteria for Inferring Effectiveness: How do we know what works at micro and macro levels of practice?</th>
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<tr>
<td>September 12</td>
<td><em><strong>Continue searching for studies related to your EBP question</strong></em></td>
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**Assigned Readings:**
Rubin & Bellamy, Chapter 4

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<tr>
<th>Week 5</th>
<th>Critically Appraising Experiments</th>
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<tbody>
<tr>
<td>September 19</td>
<td>ASSIGNMENT #2: Annotated Bibliography of 6-8 empirical studies pertinent to answering your EBP question (see full details in the Appendix). Upload to Blackboard by September 19 at 11:59 pm</td>
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**Assigned Readings:**
Rubin & Bellamy, Chapters 5
**Recommended Reading:**
Rubin & Babbie, Chapter 12 (BB)

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<th>Week 6</th>
<th>Critically Appraising Quasi-Experiments</th>
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<tr>
<td>September 26</td>
<td><em><strong>Continue searching for studies related to your EBP question</strong></em></td>
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*Be ready for the article critique! Read the article and come prepared for your group discussion*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
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| Week 7  | October 3  | Critically Appraising Systematic Reviews and Meta-Analyses | ASSIGNMENT #3: Article Critique  
In-class group exercise.  
Critically appraise the published experimental or quasi-experimental effectiveness study assigned to your group.  
You will work individually in preparation of the class and then in small groups during class. Each group will present their critique to the rest of the class and together we will learn the relevance of critical thinking in relation to Social Work knowledge | Recommended Reading:  
Rubin & Babbie, Chapter 12 (BB) |
| Week 8  | October 10 | Critically Appraising Non-experimental Quantitative Studies | REVIEW FOR MIDTERM TEST  
***Continue to search for and critically appraise studies pertinent to answering your EBP question (this continued search builds toward your posters and final papers)*** | Assigned Reading:  
Rubin & Bellamy, Chapter 8  
Rubin & Bellamy, Appendix B |
| Week 9  | October 17 | Critically Appraising and Selecting Measurement Instruments | MIDTERM- TEST | Assigned Reading:  
Rubin & Bellamy, Chapter 11  
Recommended Reading:  
Rubin & Babbie, Chapter 8 (BB) |
| Week 10 | October 24 | Critically Appraising Qualitative Studies | POSTER WORKING SESSION I -- bring your laptop! | Assigned Readings:  
Rubin & Bellamy, Chapter 10  
**SOCW 6035, Cohorts 1-3, Fall 2019**

| Week 11  | October 31 | What You Do and Do Not Need to Know About Statistics When Critically Appraising Studies | POSTER WORKING SESSION II  
Bring hardcopy and electronic draft of your poster for peer feedback during class. Bring your laptop!  
**Complete draft of poster e-mailed to instructor for feedback.** The document must be e-mailed as an attachment (PowerPoint slide). Feedback will be provided by Monday to allow for edits. | Assigned Readings:  
Rubin & Bellamy, *Appendix B*  
|---|---|---|---|
| Week 12  | November 7 | Critically Appraising Time-Series designs and single case designs | Assignment #4: POSTER!  
Final versions of poster for printing must be posted in Blackboard by November 8 at 11:59pm | Assigned Readings:  
Rubin & Bellamy, Chapters 7 & 12 |
| Week 13  | November 14 | Disseminating your Knowledge - Writing Lab for Social Workers | Practice for oral presentation of poster at the GCSW Research Poster Showcase and writing lab in preparation for the final paper. |
| Week 14  | November 19 | **FINAL SESSION** | **GCSW RESEARCH POSTER SHOWCASE – 5:00-8:00pm at the Rockwell Pavilion, MD Anderson Library** |
| Week 15  | November 28 | NO CLASS MEETING FOR THANKSGIVING HOLIDAY | **Happy Thanksgiving to you and your loved ones!!** |
| Final Assignment & Course Evaluation | Assignment #5: EBP Paper. Upload your final paper to Blackboard by Tuesday, December 3 at 11:59pm. |
APPENDIX A
COURSE ASSIGNMENTS FOR RESEARCH &KNOWLEDGE BUILDING IN SOCIAL WORK PRACTICE

Assignment #1
HUMAN SUBJECTS TRAINING ASSIGNMENT

Purpose: To demonstrate knowledge on research ethics by completing an on-line human subjects training module required for all people conducting research approved by the University Committee for the Protection of Human Subjects.

Description: Complete an online human subjects training and provide your certificate. You need to go to the Collaborative Institutional Training Initiative (CITI) https://www.citiprogram.org/. You will need to create an account – the process will ask you to affiliate yourself with the University of Houston.

You need to take the Group 2 Social and Behavioral Research course for investigators and graduate students. It is the Stage 1 Basic Course. You need to take the FULL COURSE, not the refresher course.

Pay careful attention when going through the questions that select the appropriate training. See the video posted in week 1 of the course for instructions.

When you complete the training, an on-line certificate will be given to you. Save the certificate as a pdf and upload your certificate to Blackboard by September 5, 2019 at 11:59pm. This assignment represents 5% of the final grade.
Assignment #2
ANNOTATED BIBLIOGRAPHY

Purpose: To demonstrate the ability to identify and locate peer-reviewed, scholarly literature by subject using appropriate search engines, databases, and other library resources. To identify types of peer-reviewed articles, summarize them, and cite them properly using APA style.

Description:
Write your EBP question at the top of your paper!

- Identify 6-8 research articles published in peer-reviewed journals related to your EBP question.
- All of these articles must be empirical articles. You will know that an article is empirical if you can find a methods and results sections.
- Write your research question at the top of the first page.
- Prepare an annotated bibliography with the APA citation for each reference.
- Provide a short summary of the article and its potential relevance to your EBP question – do not copy this straight from the article – use your own words (review tutorial from Academic Integrity Assignment from SOCW 6201 if you are unclear).
- Be sure to specify what types of research method each of the articles used. At this point of the semester we will only classify studies in qualitative, quantitative, or meta-analysis/systematic review
- The sources should appear in alphabetical order and precisely follow the conventions of APA style including spacing, indentation, capitalization, etc. when citing the article

Grading Rubric for Assignment #2 – Annotated Bibliography (10% of your grade)

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<th>Component</th>
<th>Description</th>
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<tr>
<td>APA Style (20 points)</td>
<td>All of the citations written with the correct formatting for the source used, capitalization, punctuation, indentation, etc. follow APA style</td>
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<tr>
<td>Type of study (20 points)</td>
<td>The study is correctly identified (qualitative, quantitative or systematic review/meta-analysis). All articles are empirical articles</td>
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<tr>
<td>Annotated Summary (50 points)</td>
<td>Each summary introduces the topic/hypotheses of the study, discusses the methods used, describes the sample characteristics, summarizes the results, and articulates how the study is or is not valuable/relevant to your EBP question. No more than 5/6 sentences for summary</td>
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| Requirements of Assignment Met (10 points) | 6-8 articles presented  
|                                  | Research question is at the top of the page, clearly outlined                                                                                                                                               |
Assignment # 3
ARTICLE CRITIQUE (GROUP ASSIGNMENT)

Purpose: To gain experience critically appraising outcome studies.

Description:
- A peer reviewed experimental or quasi-experimental effectiveness study will be assigned to your group.
- Write a 2 page critique which follows the grading rubric below.
- The purpose of this assignment is NOT to summarize the article in detail but to clearly and concisely critique the study, especially regarding whether it merits guiding your practice decision in light of its internal validity and measurement rigor.
- Start by presenting a one paragraph overview introducing the article, its topic, and overall study design. Then go into detail to evaluate particular aspects of the study.
- Examining the critical appraisals of study synopses at the end of Chapters 4, 5, and 6 of Rubin & Bellamy can help you approach this assignment.
- See rubric below, and organize your work accordingly.
- Upload one copy with the names of all the members of your group

Grading Rubric for Assignment #3: Article Critique – Group in class exercise (15%)

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<th>Component</th>
<th>Description</th>
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<tr>
<td>Summary of the Article</td>
<td>Present a brief (a few sentences only) overview introducing the article, its topic, and overall study design.</td>
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<td>(10 points)</td>
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<tr>
<td>Article Critique</td>
<td>Clearly and concisely critique the study with the correct use of technical terms including:</td>
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<tr>
<td>(90 points)</td>
<td>Study Design</td>
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<td>- Be specific about the type of experimental or quasi-experimental design that was used in the study (you can draw it as well)</td>
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<td>- Was this a strong study design? Why or why not?</td>
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<td>- If this is a comparison study, what is the intervention being compared to? How does this impact how you will interpret the results?</td>
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<td>Sample</td>
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<td>- Characteristics – Did the study describe the characteristics of the study population? Did they tell you everything you thought would be relevant?</td>
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<td></td>
<td>- Group Equivalence – How were groups assigned? Did the study talk about the comparability of the groups? Did it make adjustments in the analysis section if the groups were not comparable? If the groups were not comparable – how does this affect your confidence in the results?</td>
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• Did people drop out of the study? How might this affect the results and your confidence in the results?
• What about the size of the sample? How would it influence the likelihood of finding a statistically significant result?

**Intervention delivery**
• Is there a clear description of the intervention including how it was administered, by whom, for how long, etc.?
• Is there discussion of how many people attended all sessions? How did the authors talk about this? Did they use an intent to treat strategy when analyzing the results?
• How did the study authors ensure treatment fidelity? How confident are you that the intervention was delivered consistently?
• Was there equivalence between the control and comparison condition in terms of practitioner characteristics and client attrition?

**Measurement**
• How were the outcomes measured? By whom? Were interviewers or raters blinded? Did the study use reliable and valid measures?

**Summary of threats to Internal Validity**
• Talk specifically about any of the threats to internal validity summarized in chapter 4. if you are concerned about none of these threats, talk about how the study addressed and minimized those concerns.
• Overall, how confident are you that the results presented are the results of the intervention described?

**Generalizability/External Validity**
• To whom would this intervention generalize? Who would be left out? How useful is that to clinical practice? Is it a multi-site study? Is it a replication of prior results?
Assignments #4 and #5
SOCIAL WORK RESEARCH POSTERS SHOWCASE: PAPER AND POSTER PRESENTATION

- The final project for the semester involves creating a poster and writing an accompanying paper.
- The paper/poster should focus on selecting and describing an evidence-based intervention, program, policy or administrative/managerial practice for the described EBP question.
- A few examples of problems might be treating trauma in youth, HIV prevention, increasing high school graduation rates and many more – these are just some illustrations to help you consider what you may want to choose. Important – these are NOT just clinical examples. For instance, regarding high school graduation rates, a school administrator may need to decide what programs to implement in her agency. Likewise, a community organizer might need to choose a community development strategy that has the best chance to succeed.
- The paper and poster are closely related in that both report on your work in conducting the first 4 phases of the EBP process. The format for the paper/poster is below.

ASSIGNMENTS #4 & #5: POSTER/PAPER GUIDELINES:

1. The poster should start with bullet points that provide an overview of the target problem or target population related to micro or macro social work practice to which the rest of your paper/poster will apply. (Ideally, this can be a target problem or target population that you hope to address in your actual practice after graduation). Indicate why it is important and the impact the problem has on society as a whole – it is very important to be able to explain persuasively why this particular problem is worthy of attention. Use statistics to support the need for your study. Make sure the details are specific and directly tied to the question you are asking. In the paper this will be addressed in 1-2 paragraphs introducing the problem and explaining why it is important.

2. Next, the poster/paper should present your EBP question regarding *What Intervention, Program, or Policy Has the Best Effects?* Modify the question so that it identifies the population in very specific ways for which you will be making a recommendation. For the paper, tie this back to the prior overview paragraphs by stating precisely why we need to further investigate this question.

3. Then, in a section that you title "Methods", describe the way you searched for the best evidence (internet search engines, websites, abstracts, etc.) Include the search terms you used so that someone else could replicate your search. Talk about how you decided which studies were relevant for answering your question. Describe in specific detail, how many articles you found initially when you put in your search terms and the steps you took to narrow down to the studies you are including in your final report. These are your inclusion and exclusion criteria and should be very clearly stated. You should be able to state the reason that you decided not to include an article (i.e. it was not an intervention study or the target of the intervention was children not adults, etc.). This section should give us enough information that we could go back and retrace your steps and find the articles you ended up with.
4. Now, you will move into answering your research question. The answer you formulate should be based on the best scientific evidence for the EBP question. (Information discussed in the text and in class will show what is meant by the “best” evidence that fits a particular client, problem, or situation.) The answer that you select should emerge from a review of recently published outcome studies and systematic reviews (if any) on the effectiveness of approaches that have been tested in the past for your selected problem. The approach you select should have the best scientific evidence supporting its effectiveness for the practice problem in question. Describe the approach you have chosen, and identify the alternative approaches you found in your search justifying your choices through a detailed critique of the research evidence.

The steps for this section are detailed below:

- First tell the reader the intervention that you have determined to be the most effective for your target problem or population. Describe the intervention including the underlying conceptual framework, the content of the intervention, how it is delivered and by whom.
- Summarize why the approach you chose has the best evidence applicable to your target population, setting or problem. Provide details about the research designs, sample sizes, and strength of the evidence that supports this intervention. You may also discuss the limitations of the chosen approach, even if you have determined that it is the best available. For example, an intervention may have been found to be successful in 3 different randomized controlled studies with large samples, but those samples might all have been college students and your population is older adults. This intervention may be the best there is but it is worth mentioning its limitations.
- In addition to summarizing the nature and quality of the evidence for the chosen approach, the paper should identify other approaches that have been proposed or tested for the selected problem and should briefly summarize why they had less or worse evidence than the selected approach. (Important! – Do NOT just select an intervention plan or macro approach in advance and then restrict your literature review exclusively to that approach. Instead, review recent outcome studies on different approaches that have been tested for your selected problem, and then select and describe the chosen approach based on that review.)
- Conclude by summarizing not only the scientific rigor of the evidence, but also why the approach is a good fit for your chosen population or organizational setting or where there are limitations. Describe the current level of evidence and identify directions for future research that you would like to see in order to have greater confidence that the intervention would be effective for your population or problem.
Grading Rubric for Assignment #4 - Poster Presentation (20% of your grade for the poster following this rubric, 5% for presenting at the research poster showcase. 5% is given to all those who attend the Poster Showcase on time, dressed appropriately, and are actively engaged during the poster session)

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Is the title informative, conveying the topic of your study?</td>
</tr>
<tr>
<td>(5 points)</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Is the problem clearly identified, and understandable? Is the importance of the problem clearly presented? How many people are affected by the problem? What are the negative outcomes for those not treated? What is the gap in the literature and what will be accomplished by answering the EBP question that follows?</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>EBP question</td>
<td>Is the EBP question stated clearly and succinctly? Does it address an important micro or macro practice decision? Is it an effectiveness/outcome question?</td>
</tr>
<tr>
<td>(5 points)</td>
<td></td>
</tr>
<tr>
<td>Evidence search</td>
<td>Is the search procedure specified clearly and succinctly? Was it sufficiently comprehensive? Does it identify the search engines used and the search terms used? Does it clearly describe inclusion/exclusion criteria that helped you get from the number of hits identified in your search down to the final number of articles? Is the final sample of articles clearly stated?</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>Description of Chosen Approach</td>
<td>Is the approach described clearly and succinctly? What is the recommended intervention called? Who delivers it? Over how many sessions? In what settings? What is the theory behind the intervention?</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>Summary of evidence and rationale</td>
<td>Is the summary comprehensive and yet succinct? Does it reflect a proper understanding of research rigor? Does it address evidence regarding the chosen approach? How many studies tested it? What were the outcomes? What sample sizes and settings was it tested in? How long was follow up? Were there concerns about attrition, etc. How does it fit for the population you are concerned about? Describe the evidence that makes this intervention the strongest.</td>
</tr>
<tr>
<td>(25 points)</td>
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</tr>
<tr>
<td>Other interventions considered and rationale for not recommending them</td>
<td>Are other interventions briefly described? Is there a clear rationale using evidence for why these were not as good as the chosen intervention?</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>Conclusion, implications (10 points)</td>
<td>Summarize the take home message from your review. What are your recommendations for clinicians addressing the problem you talked about? Is more research needed in this area – what would you like to see? i.e. Additional settings or populations it should be tested in, etc</td>
</tr>
<tr>
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<tr>
<td>References (5 points)</td>
<td>Are there at least 6-8 peer-reviewed articles cited to support facts in the introduction and show studies that are basis for the recommended intervention and other interventions considered? (In-text citation APA must be used on posters, full references are not needed).</td>
</tr>
<tr>
<td>Poster Organization &amp; Appearance (10 points)</td>
<td>Is the poster well written in standard English, with clarity and appropriate word choice? Is the poster visually appealing and conducive to teaching/learning?</td>
</tr>
</tbody>
</table>
Grading Rubric for Assignment #5- Final EBP Paper (20% of your grade)

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong>&lt;br&gt; (1 paragraph)&lt;br&gt; 5 points</td>
<td>Does the abstract provide a summary of the entire work in 100-200 words? Write one sentence for each section: Introduction/significance of problem, Study Purpose, Methods, Results (2 sentences), Conclusion</td>
</tr>
<tr>
<td><strong>Overview of the micro or macro target problem or target population</strong>&lt;br&gt; (1-2 paragraphs)&lt;br&gt; 10 points</td>
<td>Is the problem clearly identified, and understandable? Is the importance of the problem clearly presented? How many people are affected by the problem? What are the negative outcomes for those not treated?</td>
</tr>
<tr>
<td><strong>EBP question</strong>&lt;br&gt; (1 paragraph)&lt;br&gt; 5 points</td>
<td>Is the EBP question stated clearly and succinctly? Does it address an important micro or macro practice decision? Is it an effectiveness/outcome question?</td>
</tr>
<tr>
<td><strong>Evidence search</strong>&lt;br&gt; (1 paragraph)&lt;br&gt; 10 points</td>
<td>Is the search procedure specified clearly and succinctly? Was it sufficiently comprehensive? Does it identify the search engines used and the search terms used? Does it clearly describe inclusion/exclusion criteria that helped you get from the number of hits identified in your search down to the final number of articles? Is the final sample of articles clearly stated?</td>
</tr>
<tr>
<td><strong>Description of Chosen Approach</strong>&lt;br&gt; (1 page)&lt;br&gt; 10 points</td>
<td>Is the approach described clearly and sufficiently, while still being succinct? What is the recommended intervention called? Who delivers it? Over how many sessions? In what settings? What is the theory behind the intervention?</td>
</tr>
<tr>
<td><strong>Summary of evidence and rationale</strong>&lt;br&gt; (2 pages)&lt;br&gt; 25 points</td>
<td>Is the summary comprehensive and yet succinct? Does it reflect a proper understanding of research rigor? Does it address evidence regarding both the chosen approach? How many studies tested it? What were the outcomes? What sample sizes and settings was it tested in? How long was follow up? Were there concerns about attrition, etc. How does it fit for the population you are concerned about?</td>
</tr>
<tr>
<td><strong>Other interventions considered and rationale for not recommending them</strong>&lt;br&gt; (1-2 pages)&lt;br&gt; 10 points</td>
<td>Are other interventions briefly described? Is there a clear rationale for why these were not as good as the chosen intervention?</td>
</tr>
</tbody>
</table>
## Conclusion, implications (1-2 paragraph)

10 points

Summarize the take home message from your review. What are your recommendations for clinicians addressing the problem you talked about? Is more research needed in this area – what would you like to see? i.e. Additional settings or populations it should be tested in, etc.

## References

5 points

Are there at least 8 peer-reviewed articles cited (preferably more)? Is APA formatting used consistently and correctly, including in text citations?

## Paper Organization & Grammar

10 points

Is the paper written in standard English, with clarity and appropriate word choice?
**APPENDIX B**

**Generalist Competencies**

Social Work is a competency-based profession. The training you receive in the MSW program is designed to equip you with the knowledge, values, critical thinking abilities (cognitive affective processes), and skills to practice competently across nine competencies identified as central for all social work training. The nine generalist competencies were developed by the Council on Social Work Education, the national accrediting body for social work education, and these competencies were expanded and enhanced for our clinical and macro concentrations (our areas of specialized practice). A description of the competencies for the generalist (our foundation) curriculum are provided below along with a table describing how selected assignments in this course align with those competencies. While all course content is linked to the competencies, below you will find content that must be included in all sections of this course across enrollment models.

**SOCW 6305: Research and Knowledge Building for SW Practice**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>EPAS Competency</th>
<th>Learning Dimension</th>
<th>Level of Practice (Comp 6-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Training</td>
<td>Competency 1</td>
<td>Knowledge, Values</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Competency 4</td>
<td>Knowledge, Cognitive/Affective Processes</td>
<td></td>
</tr>
<tr>
<td>Article Critique</td>
<td>Competency 4</td>
<td>Knowledge, Cognitive/Affective Processes</td>
<td></td>
</tr>
<tr>
<td>EBP Paper</td>
<td>Competency 4</td>
<td>Knowledge, Cognitive/Affective Processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competency 9</td>
<td>Knowledge, Cognitive/Affective Processes</td>
<td>Individuals, Families, Groups</td>
</tr>
</tbody>
</table>
Generalist Competency Descriptions

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 3: Advance Human Rights, and Social and Economic and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions,
recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.