I. COURSE DOMAIN AND BOUNDARIES

This course is open only to individuals with prior education and training in generalist social work practice, but without explicit training in Evidence Based Practice (EBP). These people include graduates of BSW and MSW programs who have not benefited from explicit curricular focus on EBP. The purpose of this course is to supplement pre-existing social work knowledge and skills of BSW students with specific content relative to EBP. This course includes EBP-specific content taken from the entire GWB foundations curriculum and presents it in a single course. This course assumes that all students already have a bachelor’s level education in Social Work. Assumed knowledge and competencies include:

- General understanding of history and nature of social work practice.
- Field experience (BSW practicum minimum).
- Basic interpersonal skills (interviewing, etc.…).
- Basic understanding of the systems / person-in-environment paradigm.
- Basic understanding of issues of diversity, social and economic justice.
- Basic understanding of the values and ethics of the profession of social work.
- Basic exposure to statistics and research methods.
- Basic understanding of the nature and importance of social policy.
- Basic understanding of lifespan development and core psychological and sociological concepts.

All of these competencies are required by the bachelor’s level version of current and prior versions of the CSWE EPAS.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

- Students will read and discuss the recent history, concepts, steps, and critiques of EBP in social work.
- Students will complete assignments requiring them frame empirically relevant questions, find and critique the best available evidence in a scientifically rigorous manner. This requires demonstrating a substantial knowledge of research methods.
- Students will demonstrate skill in generating new empirical evidence.
- Students will demonstrate skill in utilizing computerized search engines (Campbell/Cochrane, Guideline.gov, etc.) and databases (Census, Social Explorer).
- Students will complete assignments in conjunction with research methods and EBP practice.

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.
Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however,
requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center.

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

VI. READINGS

Required readings:

Supplemental readings:

Other readings are indicated in the weekly schedule below and will be posted on Canvas.
Software
Students will need to use the IBM SPSS Statistics and Dedoose for in-class activities, assignments and/or final project. SPSS is accessible in the Computer lab and Stats Lab at the Brown Hall, level 3.

VII. ORGANIZATION OF COURSE

Course content will be covered through readings, individual and group exercises/assignments, lectures, and discussions. Handouts will be provided in class where appropriate.

VIII. ROLE OF INSTRUCTOR AND STUDENTS

Instructor’s role
As the instructor, I am responsible for the learning environment and course content. I will provide students with support and guidance (e.g. generating EBP and research questions, locating data sources, conducting statistical analysis, etc.). I will grade assignments, provide appropriate feedback and respond to student questions. I will be available during office hours and by appointment. If you encounter any problems with attendance, meeting deadlines, or completing assignments, please discuss promptly with me (and copy Eleni).

Teaching Assistant’s role
Eleni will lead portions of lectures and class activities, grade assignments, and provide appropriate feedback. She will provide students with support and guidance (e.g. generating EBP and research question, locating data sources, and conducting statistical analysis, etc.). Eleni is available during office hours and by appointment.

Student role
Class attendance: The content from this course builds from week to week, as such, regular, on-time attendance is required. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, they should contact the instructor in advance or, failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed.

Participation: High levels of effort and active participation are expected. Students should complete readings prior to class and submit all assignments on-time.

Group Work: At times, students will be organized in groups to work on projects and class exercises. Group work offer opportunities for students to develop ideas and be exposed to different perspectives. To be effective, team members must engage in key behaviors that include: 1) making others feel comfortable and able to contribute, 2) dependably contributing quality work, 3) assigning clear roles and tasks, and 4) committing to expand EBP skills.

Seeking assistance: We are here to help you be successful. Please reach out to us as needed.

Writing requirements: All written assignments must be double-spaced, typed with a Times New Roman, 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6th ed.) format. Use of any references should be guided by the dictum: “If you did not write it, then you have to cite it.” Assignments should be carefully proof-read for spelling and grammar. Assistance is available at the Brown School and at the University Writing Center if students need additional writing support.
Notes on technology: This class is data- and web- focused. Laptops with SPSS Statistics software package installed will be provided when the class content is relevant to SPSS Statistics. However, for some class activities, you may find it helpful to bring your laptop to class.

IX. ASSIGNMENTS AND GRADING CRITERIA

There will be both individual assignments (50%) and group assignments (50%). The individual assignment asks you to apply each step in the EBP process to address a need or an inquiry relevant to social work practice. The group assignments ask you to apply the procedures and concepts of research methods and to generate research evidence that is relevant to your interests in social work practice. They are intended to demonstrate the students’ understanding of the purposes, methods, and processes of EBP and research skills. The purposes of these assignments are to: 1) increase your familiarity with library resources, including research journals, databases and the internet; 2) help you integrate EBP and research concepts covered in class into practice; 3) aid in the application of these concepts to practice in the fields of social work; and 4) prepare you for your policy and/or program evaluation course and life as a social work practitioner and supervisor.

Some assignments are designed to lead toward the final project, which should reduce your workload (and anxiety!) at the end of the semester. Descriptions of and instructions for each assignment for this course is provided in the Appendix of this syllabus. Additional information on all assignments may be provided as the semester unfolds.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Format</th>
<th>Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW 1: CITI Human Subject Training</td>
<td>Individual</td>
<td>10%</td>
</tr>
<tr>
<td>HW 4: EBP Individual paper</td>
<td>Individual</td>
<td>30%</td>
</tr>
<tr>
<td>Active participation (class attendance, class attendance, contribution to the group)</td>
<td>Individual</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50%</strong></td>
<td></td>
</tr>
<tr>
<td>HW 2: Introduction section</td>
<td>Group</td>
<td>10%</td>
</tr>
<tr>
<td>HW 3: Methods section</td>
<td>Group</td>
<td>10%</td>
</tr>
<tr>
<td>HW 5: Group presentation &amp; EBP brief</td>
<td>Group</td>
<td>15%</td>
</tr>
<tr>
<td>HW 6: Group project final paper</td>
<td>Group</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assignments should be uploaded to Canvas. Files should be named using the following format: Lastname Firstname HW # (e.g. Cheng Shih-Ying HW 1) or Groupname HW # (e.g., Immigrant HW 1). This helps with organization and facilitates grading. All assignments will be uploaded to Canvas and are due by 9:00 am the day of class.

Policy on late assignments: Except under extremely unusual circumstances, assignments must be turned in on-time. Late assignments will be deducted 5% per day they are late. Timely feedback cannot be guaranteed for late assignments.

Requests to reconsider a grade: If you feel that a paper or other work you submitted was improperly
evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, write a brief statement about what you feel the error is. We will review the assignment. Please be advised that there are three possible outcomes: the original score is retained, the score is increased, or the score is lowered.

**Grade Scale:**

- 100-94 A
- 93-90 A-
- 89-88 B+
- 87-84 B
- 83-80 B-
- 79-78 C+
- 77-74 C
- 73-70 C-
- 69 and below F

**MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW 1: Citi Human Subjects Training</td>
<td>C1</td>
<td>Values</td>
</tr>
<tr>
<td>HW 2: Introduction section</td>
<td>C2,C3,C4,C5,C9</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>HW 3: Methods section</td>
<td>C2,C3,C4,C5,C9</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>HW 4: EBP Individual paper</td>
<td>C1,C2,C3,C4,C5,C9</td>
<td>Values/Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>HW 5: Group presentation &amp; EBP brief</td>
<td>C1,C2,C3,C4,C5,C9</td>
<td>Values/Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>HW 6: Group project Final Paper</td>
<td>C1,C2,C3,C4,C5,C9</td>
<td>Values/Skills/Knowledge/Cognitive Processes</td>
</tr>
</tbody>
</table>

**X. COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Assigned Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>Labor Day, no class</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>EBP in Social Work</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td>Questions Derived from Practice</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td>Locating Practice Research and Ethics</td>
<td>HW 1: Citi Human Subject Training</td>
</tr>
<tr>
<td>6</td>
<td>9/30</td>
<td>Research Design*</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/7</td>
<td>Data Collection &amp; Measurement</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td>Fall Break, no class</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/21</td>
<td>Quantitative Data Analysis (1)</td>
<td>HW 2: Introduction</td>
</tr>
<tr>
<td>10</td>
<td>10/28</td>
<td>Quantitative Data Analysis (2)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/4</td>
<td>Qualitative Data Analysis (1)</td>
<td>HW 3: Methods</td>
</tr>
<tr>
<td>12</td>
<td>11/11</td>
<td>Qualitative Data Analysis (2)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/18</td>
<td>Critical Evaluation of Evidence</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/25</td>
<td>Application of Evidence</td>
<td>HW 4: EBP Individual Paper</td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td>Dissemination and Visualization</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/9</td>
<td>Group Project Presentations</td>
<td>HW 5: Group presentation &amp; EBP brief</td>
</tr>
<tr>
<td>17</td>
<td>12/16</td>
<td>Final paper due</td>
<td>HW 6: Group project Final Paper</td>
</tr>
</tbody>
</table>

*Group formation*
WEEK 1 COURSE OVERVIEW
This session will establish the nature of EBP in Social Work. We will also talk about the structure of this course.

Readings

WEEK 2 NO CLASS

WEEK 3 EBP IN SOCIAL WORK
This session will describe EBP in more details—We will talk about the EBP process and explore how EBP relates to social work practice.

Readings

Optional
4. Social Work Policy Institute-Evidence-based practice:
5. Updated Inventory of Evidence-Based, Research-Based, and Promising Practices (Dec 2018):

WEEK 4 QUESTIONS DERIVED FROM PRACTICE
This week we will home in on a substantive area and generate questions within that area. We will talk about frameworks of a clear EBP question.

Readings


Optional


WEEK 5 LOCATING PRACTICE RESEARCH AND ETHICS

This week we will talk about how to locate and obtain evidence. We will also go over ethics.

Readings


Optional


WEEK 6 RESEARCH DESIGN

This week we will talk about components of the research process.

Readings


**WEEK 7 DATA COLLECTION & MEASUREMENT**

This week we will continue our discussions on components of the research process.

**Readings**


**WEEK 8 FALL BREAK, NO CLASS**

**WEEK 9 QUANTITATIVE DATA ANALYSIS (1)**

This week we will talk about quantitative data management using SPSS.

**Readings**


**Optional**


**WEEK 10 QUANTITATIVE DATA ANALYSIS (2)**

This week we will talk about quantitative data analysis using SPSS.

**Readings**


**Optional**

WEEK 11 QUALITATIVE DATA ANALYSIS (1)

This week we will talk about qualitative research.

Readings

Optional

WEEK 12 QUALITATIVE DATA ANALYSIS (2)

This week we will talk about how to analyze qualitative data.

Readings


**Optional**


**WEEK 13 CRITICAL EVALUATION OF EVIDENCE**

This week we will talk about critical evaluation of evidence using research-related criteria and practical experiences.

**Readings**


**Optional**


**WEEK 14 APPLICATION OF EVIDENCE**

This week we will talk about application of evidence in social work practice. We will also discuss issues with respect to the implementation of EBP in the real world.

**Readings**


Optional

WEEK 15 DISSEMINATION AND VISUALIZATION
This session will talk about how to write research products for different audiences. We will also talk about data visualization.

Readings

Optional
1. WUSTL library resource–APA format: http://libguides.wustl.edu/c.php?g=46950&p=301700
5. Census Data Visualization Gallery: https://www.census.gov/dataviz/

WEEK 16 PROJECT PRESENTATIONS
This session is the last week for us to meet. Groups will present their work to the class.

Readings

Optional


**WEEK 17 FINAL PAPER DUE**
The final paper (HW 6) is due today.
**APPENDIX: INSTRUCTIONS FOR COURSE ASSIGNMENT**

**Active Participation**

**Purpose:** To ensure that students are actively engaged in the course (e.g., in-class exercise, group project) and maximize their opportunities to learn.

**Type:** Individual

**Description:** Attendance and active participation are expected. Active participation includes being on-time for class, being prepared for class, having read assignments prior to class, leading and engaging in thoughtful classroom discussions and in-class exercise. Each student will also receive points for individual contribution to team performance. Team members will rate each other during the semester on key areas of team membership. This includes but is not limited to: 1) making others feel comfortable and able to contribute, 2) dependably contributing quality work, 3) performance in team roles and tasks, and 4) commitment to group project. Ratings will be aggregated and assigned accordingly.

**Date due:** All semester

**Percent of final grade:** 10%
HW 1: CITI Human Subjects Training

**Purpose:** To ensure students have basic understanding about research ethics.

**Type:** Individual

**Description:** Research ethics is a critical component of research. If you have not done so as a part of the Research Methods course or through employment at Washington University, you need to complete the online human subjects training course – CITI training *(Behavioral IRB Members & Researchers in the following Departments: Social Work, Anthropology, Economics, Education, Political Science, Psychology, Program in Philosophy, Neuroscience & Psychology, Program in Social Thought and Analysis)*. This training is available at [https://hrpo.wustl.edu/education/human-subjects-education/](https://hrpo.wustl.edu/education/human-subjects-education/). If you encounter difficulties participating in the CITI training, please refer to the CITI Quick Guide: [https://wustl.app.box.com/v/CITIQuickGuide](https://wustl.app.box.com/v/CITIQuickGuide)


Name your assignment as: Lastname Firstname HW # (e.g. Cheng Shih-Ying HW 1).

**Date due:** 9/23 (9:00 am, uploaded to Canvas)

**Percent of final grade:** 10%
HW 2: Introduction Section

**Purpose:** To familiarize yourself with literature relevant to your group’s research topic and to practice writing the literature review.

**Type:** Group (submit 1 paper per group; list all group members on assignment)

**Description:** Being able to critically and thoroughly assess the empirical literature for a given question is essential, whether you are developing a new program, considering which intervention model to be used, or applying for a grant. If your topic is within an established field of research, then you should know who the major researchers are and what they did. If your topic is new, then it is important to relate your topic to one or more of the closest lines of research. Regardless, you need to synthesize the information that you have collected, which is typically done in a literature review.

1. **Introduction**
   Identify and describe a research topic of interest to you. Very briefly summarize what has been done on this topic (based upon the sources you found) and justify why this topic is important to social work practice. End your paper with 1-2 research questions, hypotheses and specific aims that your research project would address. Be sure that the research questions and/or specific aims are clearly identified (e.g., “This research study seeks to answer the question(s): …”). This part should be no longer than 1 page of text.

2. **Literature review**
   Cull at least 10 references in your area. At least 2 must be include a substantial discussion of theory. At least 8 must be peer-reviewed journal articles published recently (e.g., within last 5 years). Introduce the topic. Synthesize the literature as it supports the significance of your group research project. Your literature review should form an argument. You should not simply describe what others have done. You should show that you know what research has already been done in your area of interest and how your study will build upon that knowledge base. Use the literature to show where a gap in the literature exists and how your study will help fill that gap. At the end of this review, re-state your research question and hypothesis and describe briefly how you plan to answer your questions.
   - If you will analyze existing data, briefly describe the data (e.g., source, accessibility) and the variables you plan to use.
   - If you will collect data yourselves, briefly describe your data collection plan.

The assignment should be about 5 pages of text in total. References and cover/title pages are not counted toward the page limit. Please adhere to APA format for this paper including in the format of references. Name your assignment as: Groupname HW # (e.g. Immigrant HW 2).

**Date due:** 10/21 (9:00 am, uploaded to Canvas)

**Percent of final grade:** 10%
Grading rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance/relevance of sources</td>
<td>/1</td>
<td></td>
</tr>
<tr>
<td>Review &amp; summary of existing knowledge on topic</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Identification of gaps in the literature</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Research aim/research question/hypotheses clearly stated</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Identification of data source</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous (format, proofreading, flow, citations, etc.)</td>
<td>/1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/10</td>
<td></td>
</tr>
</tbody>
</table>
HW 3: Methods Section

**Purpose:** To articulate and justify your research design and methodologies and to gain experience creating an analysis plan.

**Type:** Group (submit 1 paper per group; list all group members on assignment)

**Description:** The course project requires you to conduct quantitative or qualitative data analysis using an appropriate software (e.g., SPSS, Dedoose). You can either analyze existing data or collect and analyze primary data yourselves. No matter what you choose, you need to clearly articulate and justify your methods, including the following points:

*For groups who choose Option 1: Analyze existing data*

- **Research Design**
  Use the correct terminology to describe the research design (e.g., secondary data analysis, true experimental, observational, etc.) and time frame (e.g., cross-sectional, etc.) of the study.

- **Data source**
  Describe the data source and your plans for extracting data.

- **Sampling**
  Review the documentations of the data and describe the sampling scheme, such as: who the population is, what the sampling frame is, how many persons were sampled, how these persons were sampled, and why this method of sampling was chosen. If you use a subsample from the full sample for your project, you need to also describe your analytic sample and the rationales.

- **Data collection**
  Describe how the data was collected (e.g., telephone interview, face-to-face interview).

- **Measurement and instrument**
  Describe the constructs and variables you plan to analyze. What are nominal and operational definitions for each construct? How those constructs were measured? If a standardized instrument was used, include references for the instrument and discuss the reliability and validity of the instrument. Create an appendix to document all the variables of interest in detail. For example, you will want to include the original survey questions (and answer options) for questions relevant to the variables of your analysis.

- **Data analysis plan**
  Describe your data analysis plan and rationales. State your research hypothesis, outcome (dependent) variable and major predictor (independent) variable. Describe the analytic methods you will use (e.g., qualitative or quantitative) and rationales in detail. For example, you will want to discuss what statistical test you will use and why you think that statistical test is appropriate.

- **Ethical issues**
  Discuss the ethical issues of this study. Discuss how you will keep data secure for your analysis.

*For groups who choose Option 2: Collect and analyze primary data*

- **Research Design**
Use the correct terminology to describe the research design (e.g., secondary data analysis, true experimental, observational, etc.) and time frame (e.g., cross-sectional, etc.) of the study.

- **Sampling**
  Describe your sampling plan, including who the population is, what the sampling frame is, how many persons were (will be) sampled, how these persons were (will be) sampled, and why this method of sampling was chosen, etc.

- **Data collection**
  Describe how the data was (will be) collected (e.g., telephone interview, face-to-face interview).

- **Measurement and instrument**
  Describe the constructs and variables you plan to analyze. What are nominal and operational definitions for each construct? How those constructs were (will be) measured? If a standardized instrument was (will be) used, include references for the instrument and discuss the reliability and validity of the instrument. If you drafted an instrument or interview guideline, describe each step you took to create the instrument or interview guideline. Create an appendix to include the instrument (e.g., the entire online questionnaire) you used (will use) to collect data. The instrument should accompany the narrative overview, an informed consent form, and necessary instructions.
  *The Brown School Library Tests & Measures subpage contains useful resources: [https://libguides.wustl.edu/social-work/testmeasuresubpage](https://libguides.wustl.edu/social-work/testmeasuresubpage)*

- **Data analysis plan**
  Describe your data analysis plan and rationales. State your research hypothesis, outcome (dependent) variable and major predictor (independent) variable. Describe the analytic methods you will use (e.g., qualitative or quantitative) and rationales in detail. For example, you will want to discuss what statistical test you will use and why you think that statistical test is appropriate.

- **Ethical issues**
  Discuss the ethical issues of this study. Discuss what you will do to protect your study subjects (e.g., anonymity and confidentiality; risks and benefits; remuneration; informed consent). Discuss how you will keep data secure for your analysis.

The assignment should be about 5 pages of text. Appendix, references and cover/title pages are not counted toward the page limit. Please adhere to APA format for this paper including in the format of references. Name your assignment as: Groupname HW # (e.g. Immigrant HW 3).

**Date due:** 11/4 (9:00 am, uploaded to Canvas)

**Percent of final grade:** 10%
### Grading rubric:

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<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
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<td>Sampling</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Measurement and instrument</td>
<td>/2</td>
<td></td>
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<tr>
<td>Data analysis plan</td>
<td>/2</td>
<td></td>
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<tr>
<td>Ethical issue</td>
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<tr>
<td>Miscellaneous (format, proofreading, flow, citations, etc.)</td>
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<tr>
<td><strong>Option 2: Collect and analyze primary data</strong></td>
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<td>Research design</td>
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<td>Sampling</td>
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<td><strong>Total</strong></td>
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HW 4: EBP Individual Paper

Purpose: To provide you with an opportunity to use the steps in EBP to address a social work practice need.

Type: Individual

Description: The EBP individual paper should clearly and concisely describe the EBP steps we discussed throughout the semester, using knowledge gained from lectures and required readings. When conducting this assignment, you may find it helpful to consider yourself as a practitioner working with a specific, target population in an agency. You can refer to your previous or current practicum experiences.

This paper should cover the following elements:

- **Researchable EBP question**
  Clearly state and describe your EBP question (using the PICOT, COPES or SPICE framework). State the rationale for having selected the question (e.g., clinical need). Remember that the question should be relevant, concrete, and useful in terms of the search for evidence.

- **Search plan and results of evidence search**
  Describe the relevant search terms (including Boolean and truncation operators) and databases used in your searches. Indicate the number of total and useful sources your searches yielded. Keep in mind that you should provide enough evidence to substantiate an answer to your EBP question. If possible, include at least 2 references of systematic review, meta-analysis and/or practice guidelines.

- **Critical appraisal of the evidence for its validity**
  Discuss the validity, impact, and applicability of the research findings to the problem area of your client, group, or population in need. Some questions to consider are: Was the outcome measured in a reliable and valid manner? Was the research design strong enough to conclude whether the intervention or something else explains the variations in client outcome? Keep in mind that evaluating evidence is part of a process that not only values research according to its methodological strength, but also places value on the feasibility and clinical relevance of the evidence, as well as how the evidence fits with client values and preferences.

- **Discussion of how the evidence informs your practice**
  Describe how the evidence informs your practice. Discuss the process by which you will consider and apply the evidence in practice along with your experience and the values and preferences of your client or target population. Discuss the likely promoters/facilitators and barriers to applying the evidence to your work with your client or target population.

- **Discussion of your intervention plan**
  Describe your intervention plan including detailed information (e.g., number of treatment session). Discuss how you plan to evaluate your practice, including how you and your clients will measure progress in achieving the desired outcome(s). Describe what measurement you plan to use, when and how many times you plan to measure the outcomes, weather you plan to use any statistical analysis to evaluate the effectiveness of your practice, why or why not.

- **Discussion of how you can improve upon the EBP process**
Discuss reflections on the EBP process (e.g., how you would improve the process and what you would do differently in the future). Conclude your discussion with implications and recommendations for incorporating the EBP process into “your agency”.

This assignment should be no longer than 15 pages of text. References, appendix and cover/title pages are not counted toward the page limit. Please adhere to APA format for this paper including in the format of references. Name your assignment as: Lastname Firstname HW # (e.g. Cheng Shih-Ying HW 4).

**Date due:** 11/25 (9:00 am, uploaded to Canvas)

**Percent of final grade:** 30%

**Grading rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Researchable EBP question (clearly state the question, no missing element)</td>
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</tr>
<tr>
<td>Search plan and results of evidence search (clearly state the search terms, database, number of sources identified and used)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Critical appraisal of the evidence for its validity (discuss the validity and applicability of the research findings)</td>
<td>5</td>
<td></td>
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<tr>
<td>Discussion of how the evidence informs your practice (discuss your consideration process, discuss the likely promoters and barriers to applying the evidence)</td>
<td>6</td>
<td></td>
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<tr>
<td>Discussion of your intervention plan (describe the intervention plan, rationales and how you plan to evaluate effectiveness)</td>
<td>6</td>
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<tr>
<td>Discussion of how you can improve upon the EBP process (discussion implications)</td>
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<tr>
<td>Miscellaneous (format, proofreading, flow, citations, etc.)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td>**          **</td>
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HW 5: Group Presentation & EBP brief

**Purpose:** To develop a professional presentation that synthesizes your group’s research project and to disseminate the project’s findings to the stakeholders.

**Type:** Group (submit 1 EBP brief and 1 PowerPoint presentation per group; list all group members on assignment)

**Description:** Each group will have a single presentation that succinctly explains the research project and its methodology plus presents the findings from the project. Please define your audience and deliver the presentation and EBP brief accordingly. Your audience can be either an agency, a consumer interest group, practitioners, policy makers or clients. For example, if you do a study of what community factors are associated with drop outs in High Schools in Missouri, you may want to present to the Missouri Teachers’ Association or the Missouri Public Educational Policy Institute.

1. **EBP Brief** is the document you would give to your audience. Please determine the most appropriate and effective format of the EBP brief according to your understanding of your audience. It can be a pamphlet or contains infographic. It should be able to be read using a common software package (e.g., MS Word or PDF).

2. **Final presentations** are scheduled for Monday, December 9. Each group will be allotted 20 minutes total to be divided between 15 minutes of presentation and 5 minutes of question and answer. Groups should share presenting responsibilities and all group members should be able to respond to questions about any aspect of the project. The presentation can mirror the format and flow of the final paper and must talk about the implications for policy and practice.

Please upload your PowerPoint presentation (e.g. Immigrant HW 5-Presentation) and EBP brief to Canvas (e.g. Immigrant HW 5-EBP Brief), as well as bring a back-up copy with you on a jump drive. The hypothetical stakeholders (i.e., your classmates) will participate in providing feedback and grading.

**Date due:** 12/9 (9:00 am, uploaded to Canvas & in class)

**Percent of final grade:** 15%
### Grading rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Audience – Audience is clearly defined</td>
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<tr>
<td>Introduction – the research purpose and questions are explicitly stated and understandable</td>
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<tr>
<td>Methods – the methods clearly define what was researched, who participated, and the procedures used</td>
<td>/2</td>
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<tr>
<td>Results – results are clear stated and justifiable</td>
<td>/2</td>
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<tr>
<td>Discussions – the implications for practice and/or policy are well discussed and clearly justified by the findings; limitations of the study are clearly discussed</td>
<td>/3</td>
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<tr>
<td>Visuals – the EBP briefs and presentation visualizations are informative, aesthetically pleasing, understandable, and high quality</td>
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<tr>
<td>Professional - the presenter responds professionally to questions posed by the audience</td>
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HW 6: Group Project Final Paper

Purpose: To integrate and apply a majority of the information that you have learned through this class over the course of the semester

Type: Group (submit 1 paper per group; list all group members on assignment)

Description: This assignment is meant to provide you with research knowledge and skills, as well as manuscript preparation skills. It builds directly upon previous assignments, which should help you through the process of formulating your group’s ideas and conducting the specific steps for this research project.

The final paper will be formatted like a manuscript that you would submit to a peer-reviewed journal. It will consist of the following sections:

- **Title Page**
  This page should include project title, date, course, and group member names.

- **Abstract**
  Construct a 250-word (maximum) abstract that summarizes the major points of your project and is organized in the following subheadings: Objectives, Methods, Results, and Conclusions. Objectives should highlight the major research question(s)/hypotheses you investigated. Methods should describe the study design, study population, sample size, and outcome (dependent) and major predictor (independent) variables, as well as briefly describe how data were collected. Results should present the major findings, including your response/missing rate and outcomes. Discussion/Conclusions should present the important “take home” points of the study.

- **Introduction**
  Introduce your research topic and describe its importance to social work practice. Provide an overview of the literature in which you illustrate what is known about the topic and where the gaps lie in the field. Conclude by presenting your research questions/hypotheses.

- **Methods**
  Describe the methodology used to investigate your hypotheses. This includes study design, study population (e.g., sampling frame, sample size), operationalization of variables, data collection instrument, data collection procedures, and data analysis procedures. It should include a statement about research ethics and IRB approval (e.g., IRB approval was not required as this project used existing, publicly accessible data and was conducted for educational purposes alone. The findings will not be shared outside the classroom or used to make generalizations about a larger population.). Your methods should be detailed enough so that your study could be replicated.

- **Results**
  State the major results from your study, including your response/missing rate for the main variables. You do not need to discuss the implications of your results (that will happen in the Discussions section) but instead present the major findings. This may include numbers, percentages, and results statistical tests.

- **Discussions**
  Discuss the implications of your findings and relate them to what is already known/what has been done in the field (e.g., are your findings consistent with existing literature). Include strengths and
limitations of your study (e.g., what measurement problems does your study have?). Talk about the implications for policy and practice. Include suggestions for future research.

- **Acknowledgments**
  Include brief thank-you statements to acknowledge those who assisted with the project but were not members of the group. Be specific when citing the contribution. (E.g., The authors would like to thank Susan Green for her assistance with conducting a literature search, and John Smith for proofreading the manuscript.)

- **References**
  References should be in APA format (i.e., listed alphabetically, hanging indent).

- **Tables/Figures**
  All tables and figures should be labeled numerically and with a title (e.g., Table 1: Demographics of the Study Population). Footnotes should be labeled alphabetically as they appear in the table/figure and should provide any additional information needed to understand the table/figure (e.g., a. CI = confidence interval; b. Numbers may not add to 100% due to missing data, etc.). Each table/figure should have its own page. Font size within the table/figure should be no smaller than 10-point font.

- **Appendices**
  All appendices should be labeled alphabetically and with a title (e.g., Appendix A: Consent Form, Appendix B: Data Collection Instrument). Appendices may include: a) literature review table, b) study design/flow chart, c) consent form, d) study timeline chart, e) data collection instrument, f) the output and codebook from your data analysis.

- **Author Contributions**
  The “Author Contribution” page should describe the contributions (to the project, paper, and presentation) of each group member (e.g., Jane Smith constructed the initial lit review table, identified variables for the final analysis, wrote the Methods section of the paper, and helped to edit the final paper. Mary Green assisted with the literature review and data analysis, proofread the final paper, and put together all of the PowerPoint slides.)

Each group will submit one written paper (Introduction, Methods, Results, and Discussions). The assignment should be no more than 15 pages in length. Supplemental materials (described below) do not count towards the maximum length and include: Title Page, Abstract, Acknowledgments, References, Tables/Figures, Appendices, and Author Contributions. Papers should conform to APA format. Name your assignment as: Groupname HW # (e.g. Immigrant HW 6).

**Date due:** 12/16 (9:00 am, uploaded to the Blackboard)

**Percent of final grade:** 15%
## Grading Rubric:

<table>
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<th>Points</th>
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<tbody>
<tr>
<td>Abstract</td>
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</tr>
<tr>
<td>Introduction (overview of literature, descriptions of the importance of your study, introduce your research topic and question)</td>
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<tr>
<td>Methods (address study design, sampling, data collection, analysis plan)</td>
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<tr>
<td>Results (clear, concise, highlight major findings)</td>
<td>/4</td>
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<tr>
<td>Discussions (situate findings in existing research, implications of results, avenues for future work, strengths &amp; limitations)</td>
<td>/4</td>
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<td>Tables/Figures (format, designed well, presentation)</td>
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<td>Miscellaneous (title page, author contribution, acknowledgments, appendix, format, proofreading, flow, citations, etc.)</td>
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