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 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 Evidence Based Practice. 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 elementary 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

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
III. 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 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.

IV.  WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or 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, jw kennedy@wustl.edu, or by visiting the Title IX office in Um Rath
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.

V. READINGS


Do not procure this book prior to attending the first class session. Other readings are indicated in the weekly schedule below and will be emailed to students at the beginning of class.

DATA Analytical software: SPSS or STATA or R

VI. ORGANIZATION OF COURSE

Course content will be covered through readings, individual and group exercises, lectures, and discussions. Handouts will be provided in class where appropriate.
VII. ROLE OF FACULTY AND STUDENT

The instructor(s): will prepare and deliver course material, be available to students for consultation by appointment, and provide timely and clearly explained feedback on student performance.

The students are expected to attend each class on time; complete all assignments in a timely manner; come to class prepared, having read all assignments; participate in class discussions; be courteous to the instructor and fellow students; seek any necessary clarification regarding course expectations from the instructor; and provide the instructor with feedback about the effectiveness of the course. Any problems with attendance, meeting deadlines, or completing assignments should be discussed promptly with the instructor.

The teaching assistant: will assist the instructor in delivering course material, be available to students for consultation by appointment, and provide timely feedback on student performance. The teaching assistant will be supervised by the instructor in all activities related to the course. E-mail is the best way to reach the instructor and teaching assistant. All e-mails from students should be addressed to both the instructor and the teaching assistant.

Notes on technology: This class is very data and web focused. Bring your laptop or other devices to class!

Expectations for written work: 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 format. All sentences must be comprised of student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Assignments should be carefully proof-read for spelling and grammar. Students are strongly encouraged to use the assistance and services of the Brown School’s Communications Lab or the University Writing Center. For additional help with APA, Purdue University’s Online Writing Lab (OWL) is a helpful resource: https://owl.english.purdue.edu/owl/section/2/10/

Policy on Late Assignments: The instructor will accept late assignments for an extreme emergency. Health-related issues will need to be documented with a certificate from the doctor attesting to the student’s ill health. Except under extremely unusual circumstances, papers must be turned in on the due date. Late assignments will result in a deduction of 10% grade for each delayed day unless prior approval is obtained from the instructor or a compelling situation prevents prior approval.

Special Needs: Students who have a learning disability, sensory or physical disability or impairment, or English as a second language and need special assistance in lecture, reading assignments, and/or testing should contact the instructor as soon as possible.
VIII. ASSIGNMENTS AND GRADING CRITERIA

1. Mini assignments: (Wks.: 3, 4, 10, 11, 12) - 10% (2% each)
2. Literature review (Individual): week 5 – 20%
2. In Class Quizzes (Wks.: 4, 7, 9, 12) - 20% (5% each)
3. Class participation (including course activities: Wks: 2, 7) - 10%
4. Group product: Research project proposal (Week 8) - 20%; Final Paper (Week 15) - 20%

Grading Scale: 92-100: A, 90-91: A-, 88-89: B+, 81-87: B, 75-80: B-

If your grade is lower than 80, we’ll have to talk and figure out what to do. I doubt this will happen. I do not anticipate grading the group project harshly, so don’t be too worried about being “dragged down” by your group. If group process problems occur, try to solve them by yourselves first before coming to me. It’s all part of the learning experience.

IX. 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>Homework Due Week 2 (Question Formulation #1)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 3 (Question Formulation #2)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 4 (Annotated bibliography)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 5 (Literature review)</td>
<td>C4, C6, C9</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 8 (Group Project Proposal)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 9 (Data collection tools)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Knowledge/Values/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 10 (Some statistical tests)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 11 (Case study)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Cognitive Processes</td>
</tr>
<tr>
<td>Homework Due Week 12 (Policy analysis)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Final Assignment Due Week 15 (Agency Report)</td>
<td>C1, C2, C3, C4, C5, C9</td>
<td>Skills/Knowledge/Values/Cognitive Processes</td>
</tr>
<tr>
<td>Final Assignment Due Week 15 (Academic Paper)</td>
<td>C1, C2, C3, C4, C9</td>
<td>Skills/Knowledge/Values/Cognitive Processes</td>
</tr>
</tbody>
</table>

Course Activities

- Searching the Internet for Data | C2, C3, C4, C5, C9 | Skills
- Searching the Internet for Empirical literature, white and grey literature | C2, C3, C4, C5, C9 | Values/Cognitive Processes/Knowledge
Using MICA or Social Explorer or similar data interfaces | C2, C3, C4, C5, C9 | Skills/Knowledge
---|---|---
Data management and cleaning | C2, C3, C4, C5, C9 | Skills/Knowledge/Cognitive Processes
Preparing Group Project Presentations | C1, C2, C3, C4, C5, C9 | Skills/Knowledge/Values/Cognitive Processes

X. COURSE OUTLINE

The course is divided into two parts:

**Part I:** Core Content/Individual Learning Opportunities (Weeks 1-5)
**Part II:** Application and Group Learning Activities (Weeks 6-15).

Readings are core elements only. Instructor will assign more readings based on level of class experience and substantive areas of interest.

**NOTE:** Class time in the second half of the course will usually include an hour for group project work.

8/29 (Wk 1): Introduction to EBP.
Establish the nature of EBP in Social Work as taught at the Brown School. Students shown introductory EBP PowerPoint presentation providing a history and general orientation to the nature of EBP.

9/05 (Wk 2): EBP in Social Work, intro to SPSS, R, STATA
EBP in more detail, explore how this relates to social work practice. Discussion of ethics in research. Introduction to research. Instructor will also do a preliminary demonstration of the use of SPSS/R/STATA to conduct basic statistical analysis.

**Readings:**
D&JR Chapter 1.

Additional reading will be assigned for SPSS/R

9/12 (Wk 3): Ethics, Literature search and (Systematic) Review, Research Example
This section covers ethics in research and discussion a recent groundbreaking study and how it was done and will impact practice.

**Movie Time: NOVA: The Deadly Deception**

**Readings:**
D&JR Chapter 2.
9/19 (Wk 4) Focusing on a Substantive Area - Questions Derived from Practice, Finding Evidence, Library Use.
Discussion of how to home in on a substantive area and questions within that area. Introduction to locating and obtaining evidence. Many kinds and levels of data exist. We will look at how to get the original science, how to find summaries, overviews, theories, guidelines, and how to access data repositories.

A librarian will be invited to demonstrate some tips and tricks to students
- Primary empirical findings (articles, book chapters, agency and governmental reports representing particular empirical studies).
- Summaries, critiques, or other reviews of empirical findings (meta-analyses, systematic reviews such as Cochrane Collaboration, Campbell Collaboration).
- Theoretical or conceptual sources (book chapters, white papers, academic papers).
- Practice Guidelines (Guideline.gov).
- Evidence-Based Practices (e.g. CEBC4CW, NREPP).
- Empirically validated instruments and tools (NOMC, SAMHSA-HRSA center for integrate health solutions – Screening Tools).
- Policy-Relevant data sources (agency/NGO/gov’t reports: e.g: Urban Institute).
- Key local, state, federal and international databases
  o Missouri DESE [look around- find the data!], MICA [Google “MICA MO”]
  o OJJDP (maybe “statistical briefing book” \ “arrest statistics” or something else?)
  o UNdata (UIS Data Centre?).

Readings:
D&JR, Chapter 3
Quiz 1 in class (1-3 lectures)

09/26 (Wk 5): Research Design and Critical Evaluation of Best Available Evidence

Readings:
D&JR, Chapter 4 up to but not including Section 4.3.

10/03 (Wk 6): More on Research Design and Critical Evaluation of Best Available Evidence
Internal Validity and Finalizing Research Design

Readings:
D&JR, Chapter 4 starting with 4.3 through to end.


10/10 (Wk 7): Generating Best Available Evidence: Generating Quantitative Data (surveys, etc…)

**Reliability and validity of the instruments**
Skills needed to learn more about the question when generating your own data. How to measure things or use preexisting measures or data drawn from those measures. There will also be a brief SPSS/R instruction on simple descriptive statistics.

**Readings:**
D&JR, Chapter 5.
**Quiz 2 in class (4-6 lectures)**

10/17 (Wk 8): Generating Best Available Evidence: Qualitative data.

**Ecological validity and adaptation**
Qualitative data: types, methods and differences from the quantitative data

**Readings:**
D&JR, Chapter 6

10/24 (Wk 9): Application /Generation of Best Available Evidence – Agency / Multisubject research / program evaluation from an EBP Process perspective. t-tests, chi-square analyses in class, Anova test – differences in groups/times

**Effect size, statistical vs practical significance**

**Readings:**
D&JR, Chapter 7, 11
**Quiz 3 in class (Lectures 7-8)**


**Readings:**
Review D&JR, Chapter 8 RESERVE
We will discuss the use of research approaches in practice with small samples.


Project discussion/assistance.
Regression analyses in SPSS/R/STATA
Putting the evidence in the macro context

**Readings:**
REGARDING HILL ARTICLE- NO NEED TO READ WORD FOR WORD – JUST SKIM TO FIND OUT “WHAT IS THIS PUBLICATION GENERALLY SAYING”?

11/14 (Wk 12): Analysis, Review of project progress.
Groups are expected to bring in data on a memory stick for live class review and cleaning/management/analysis if appropriate.

**Readings:**
Chapter 13 (required) & 14 (as appropriate to your needs)
Quiz 4 in class (Lectures 9-11)

Groups are expected to bring in data on a memory stick for live class review and cleaning/management/analysis if appropriate. Also overview of how to write different research products for different audiences.

**Readings:**
Chapter 16

12/05 (Wk 14):
Final revision of the projects, individual group consultations

12/12 (Wk. 15)
PROJECT PRESENTATIONS
XI. CLASS ASSIGNMENTS
All class assignments include your name should be submitted via Canvas by midnight of the due date (Tuesday of the due week).

Assignment 1 Due Week 2 (09/05):

a) List three questions which interest you.
Some examples:
- Do stress levels and coping skills predict depressive symptoms among MSW students?
- Do rural and urban areas have similar rates of suicide?
- What neighborhood factors (unemployment, foreclosure, income, poverty) predict hospital Mental Health admissions?
- What sources of evidence are most commonly used by field instructors at GWB?
- Do BSW and non-BSW students at GWB have different views of the school?
- Are food banks located in areas of highest need?
- Do grocery stores in the inner city charge more?

These are just some examples. Some/all questions will be discussed in class.

b) Choose 1 question and look through a legit news source (a reputable online site, a newspaper, etc…) and find an article making factual claims about something related to social work (maybe something having to do with homicide rates, or poverty, or whatever).
Do the following: 1) Tell us what the claim was in specific terms. It needs to be specific enough for you to fact-check it. 2) look around using Google Scholar and see if you can find anything on the issue. Alternately, you can go to an organizational (e.g. Urban Institute) or governmental website (e.g. Child Welfare Information Gateway) and look for something. 3) evaluate if the news story got it right or not. One-page max. Please note that this assignment is not graded, but it will count for 10% of class participation grade.

Assignment 2 Due Week 3 (09/12):
Review the Research question for the Assignment 1:
1) Specify an area of interest that you’d like to learn more about. Provide some empirical background information to show importance of the topic/issue
2) Specify a question within that area that might serve as a starting point for a research project. – You can refer to D&JR, Chapter 3 as a basis for this.
3) If appropriate, show how the constructs in/underlying your question relate to each other using a diagram (D&JR, Section 3.75).

- **Requirement:** The question must generate information that would be useful to a social work practitioner at the micro or macro levels and should not be of the “basic science” variety.
- **Safety Net:** We will further refine your question next week. Many students have to (or decide to) change their question. This week we are just trying to get started.
- **Do not phrase a question as “How do I help/improve/cure XXX”**. You can’t do a research design on that. “Does XXX work better than YYY “ is OK, as is “Does XXX
predict YYY” or “are XXX and YYY associated”. “What is the best thing to do” is not a scientific question. Avoid questions like that.

Two pages max.

Assignment 3 Due Week 4 (09/12):
Conduct literature search and provide an Annotated Bibliography for 10 articles/books/data sources in your area of practice/program/interventions of interest.
Among them:
- At least 2 must include a substantial discussion of theory.
- At least 5 must be from peer reviewed journals.
- At least 1 must be a governmental source or big agency (Urban Institute, CWLA, NAMI, etc…) report.
Some guidance on the process and samples can be found here: https://columbiacollege-ca.libguides.com/apa/annot_bib
If possible, include a systematic review or practice guidelines or something similar.

Assignment 4 Due Week 5 (09/26):
Prepare a literature review for the interventions in your area of interest. The review should cover at least 7 articles/studies from peer-reviewed journals discussing interventions and/or evidence-based practices in your area of interest. Please review and synthesize:
1) The types of interventions and outcomes that were utilized in the studies;
2) Theoretical frameworks underlying these interventions;
3) Compare interventions and outcomes

References APA style including peer-review citations
Five pages max (not including title page, references). This assignment is worth 20% of your final grade.

Course Activity due Week 7 (10/10)
In your respective groups, prepare a 5-minute PowerPoint presentation of your group project ideas for the assignment 6 to the class. Every group will have 5 minutes to present and 5 minutes for a discussion. The aim is to peer review and give each of the groups feedback and guidance as you prepare for the Assignment 5. Please note that this course activity is not graded, but it will count for 10% of class participation grade

Assignment 5 Due Week 8 (10/17):
Prepare a Group Project Proposal:
a) Statement and Significance of the Problem and Target Population (3 pages).
   Briefly describe the problem you have selected for focus. Provide statistics or data and references that document the significance and scope of the problem. (Why is this problem important to study?)
   Write a paragraph describing the question you are asking. Include hypotheses if doing deductive work (correlational, experimental).
   Write a paragraph and a picture if appropriate (remember the “special cases” from Chapter 3!) showing your conceptual framework.
The discussion should identify the conceptual issues related to the problem and the target population.

- Describe your planned approach, including:
  1. Which of the five types of design will you use (p.74)?
  2. Describe the population, sampling frame and sample for your project. How will you access your sample or data?
  3. Will subjects be assigned to different groups or conditions (experimental designs)? If so, describe. You may want to do a picture/table showing different groups and conditions
  4. Describe how data will be collected (what instruments or measures will you use, what is the timeframe, etc…)

*This assignment is worth 20% of your final grade.*

**Assignment 6 Due Week 9 (10/24):**

Upload instruments/tools for data collection for your Group Project

*Please note that this assignment is not graded, but it will count for 10% of class participation grade. However, it is MANDATORY if you are designing your own instrument. Please consult the instructor if you are designing your own instrument for the feedback and to avoid any further ethical and administration complications!*

**Assignment 7 Due Week 10 (10/31):**

Answer the following questions:
What is a t-test? Give me an example of when you might use one.
What is a chi-square? Give me an example of when you might use one.
What is power? Give me an example of when it might be a problem.

*Two page max.*

**Assignment 8 Due Week 11 (11/07):**

Go find an academic paper case study (person, event, agency, whatever) in YOUR PERSONAL AREA OF INTEREST and review what their question was, what they did, and provide your overall evaluation. Multiple case studies are OK. Example: [http://onlinelibrary.wiley.com/doi/10.1002/(SICI)1099-0720(200005/06)14:3%3C197::AID-ACP647%3E3.0.CO;2-6/pdf](http://onlinelibrary.wiley.com/doi/10.1002/(SICI)1099-0720(200005/06)14:3%3C197::AID-ACP647%3E3.0.CO;2-6/pdf)

*One page max.*

**Assignment 9 Due Week 12 (11/14):**

a) Find a policy analysis or something like a policy analysis. Try to find one in your area, but you don’t have to. Tell me what their question was, what they did, and your overall evaluation.


Example: [http://www.urban.org/publications/412539.html](http://www.urban.org/publications/412539.html)

*One page max.*

b) Find a newspaper or web article or whatever that cites a scientific article. Read both. Tell me if they match well. Explain.

*One page max.*

*Groups are expected to bring in data on a memory stick for live class review*
Final Assignment (10) Due Week 15 (12/12)

Your group of 3 students (not you as a single person) will upload as a group, the following:

1. a typical scientific/academic paper (intro/methods/results/conclusion) paper of **10-12 pages** length detailing what you did in your project.
2. an “agency report” - “something you would give either an agency, a consumer interest group, practitioners, policy makers or clients”. Tell us who you are “giving” it to. For example, if you do a study of what community factors are associated with drop outs in High Schools in Alabama, you might want to write a report to the Alabama Teachers’s Association or the Alabama Public Educational Policy Institute. MUST INCLUDE AN EXECUTIVE SUMMARY OF ONE PAGE LENGTH WITH BULLETS OR SIMILAR. **Total length: 4-6 pages.**

You will also do:

3. a 15-minute presentation on the last day of class with a 10-minute discussion session

In all three of these cases, the main thing is to say what your questions were, what you did, what you found and what you think it means for policy or practice or whatever.

Example: You are in a group of three people. Your GROUP AS A WHOLE hands in one (1) academic paper, one (1) agency report and does one (1) presentation (all materials should have all your names on them). You hand in nothing as an individual.

*This assignment is worth 20% of your final grade.*

Final Assignment FAQ:

Q: How much flexibility do we have with the “Agency Reports”?
A: Near total. You may disregard the text of the assignment so long as you capture its spirit. You can do a flyer, a PSA, whatever you want, so long as the basic information described in (2) above is conveyed to the appropriate audience. If you’re going way strange, check with the instruction.