COLLEGE OF PROFESSIONAL STUDIES/ SCHOOL OF SOCIAL WORK

SWK 640 Applied Social Work Research

Spring 2017

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Course Description

Teaches skills for evaluation of social work practice across client system levels and practice contexts; provides historical and value context for practice evaluations. Focuses on evaluation of social programs and one’s own professional social work practice.

Required Texts


COURSE OBJECTIVES FITTING UNDER COUNCIL FOR SOCIAL WORK EDUCATION’S COMPETENCIES (EPAS): EP 2.1.6—Engage in research-informed practice and practice-informed research. o Recognize the importance of culture, race, gender, sexual diversity, and other forms of diversity when making decisions for best interventions in social work. o Identify evidence-based practices best suited for social work practitioners in generalist social work practice. o formation when reviewing the best interventions for social work practice and the clients served. o Demonstrate the ability to perform an exhaustive search for evidence-based interventions for a particular client’s needs. o Demonstrate the ability to critically appraise studies and
reviews related to interventions of interest. o Demonstrate the ability to select and implement the most relevant evidence based intervention for your client’s needs. o Demonstrate the ability to monitor client’s progress after an evidence-based intervention has been implemented.

PRACTICE BEHAVIORS ASSOCIATED WITH THE ABOVE COURSE OBJECTIVES AND COMPETENCIES: EPAS S2.1.6:

a. Work collaboratively with communities and across disciplines to design, implement, and interpret social work research.

b. Integrate qualitative and quantitative research to inform practice, policy, and social service delivery.

Course Outcomes

1. Students will demonstrate competence in determining the interventions best suited for a client issue, based on the evidence available. (EP: 2.1.6) 2. Students will have competency in formulating questions regarding the issue(s) that brought a client into treatment. (EP: 2.1.6)

3. Students will have the ability to competently search for articles and reviews of interventions that are relevant to the issue(s) that brought a client into treatment, and to appraise these articles and reviews for their relevancy to the client’s issue(s). (EP:2.1.6)

4. Students will be able to select and implement the best intervention for their client based on the evidence. (EP: 2.1.6) 5. Students will demonstrate the ability to monitor a client’s progress after the intervention chosen has been implemented. (EP: 2.1.6)

Course Goals

1) To prepare students for effective, professional generalist social work policy and practice in rural settings with individuals, families, groups, organizations and communities.

2) Prepare students with a broad liberal arts foundation that emphasizes development of critical thinking skills and a liberal arts perspective.

3) Prepare students to conduct themselves ethically and engage in ethical decision making in order to ensure human rights and social and economic justice.
4) Prepare students to engage in research-informed practice and practice-informed research to assess, intervene and evaluate.

**Social Work Generalist Orientation**

The generalist practice model is the most appropriate educational framework for this department. This department envisions a social work generalist as a person who can look at an entire situation, analyze the interaction of persons in all the systems connected to the total situation, and intervene in those situations as needed.

The generalist is skilled at coordinating and mobilizing the knowledge and skills of the profession for the benefit of the individual client or client system. Thus, departmental program objectives, expected educational outcomes, and curriculum content are structured to produce professional social workers educated in generalist social work practice.

In all social work courses, a learning perspective is encouraged that has at its base a belief that clients frequently need a variety of services, some of which may be outside the particular emphasis of a given course. Materials and perspectives from the other social work courses, therefore, are frequently utilized in any given course in an attempt to foster in students a generalist orientation to social work practice.

The faculty of the Department of Social Work at Western New Mexico University believes that the generalist practitioner can be defined as follows: The generalist practitioner operates within the NASW ethical code utilizing a broad spectrum of knowledge and skills based on a problem-solving model that is infinitely flexible. The assessment process of the generalist practitioner is grounded in a systems or person-in-environment framework which suggests multiple points of intervention (individual, families, groups, organizations, institutions and other social systems). The primary focus of the generalist social worker is to prevent or solve difficulties as well as enhance and strengthen the inherent capacities of diverse client systems, and is transferable among populations and client systems. This approach encourages advocacy and incorporates an appreciation of human diversity and strives for the acquisition of social justice.

**Attendance (Part 1)** – focusing on the face to face part of the hybrid class: It is University policy than an instructor may drop a student from the class rolls when the student accumulates unexcused absences in excess of the number of credit hours offered
for the course. I will follow University policy unless there are unusual, extenuating, DOCUMENTED circumstances that are beyond the control of a student. I really will.

**Course Requirements and Grading:** The text is required reading – and, oddly, interesting. Other materials will be assigned as appropriate. It is expected that students will read the assignments and be prepared to discuss the material online some weeks and in class other weeks (unless it’s the online section). Graduate level work includes an ability to synthesize one’s experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax, and grammatically correct. Even if you use a word processing program with spell check, proof read your work.

Papers must follow the format of The Publication Manual of the American Psychological Association (6th ed.) including the use of headings/subheadings, reference list, and title page as a guide for writing and citing sources. Spend a lot of time with your new best friend, OWL at Purdue.edu. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization.
- Comprehensiveness.
- The extent to which course concepts, discussion and readings are reflected in the writing.
- Submission of assignments on the dates specified within the guidelines provided (aka, rubrics).

**Attendance Policy (Part 2)** – focusing on the “online” part of the face to face class, and on the online section. Participation in an online class requires perhaps more effort and discipline than in a face-to-face class. Your participation – as you will see in the grading information below – is essential.

At times, Canvas does not function properly.

- The first thing to do is to email me outside of Canvas (beth.walker@wnmu.edu) and let me know. At the same time, if there is a place on the WNMU home page to notify IT of the problem, please complete and submit it with as much detail as is requested.
- The second is to check with tech support (575 574-HELP).
• The third is to email me anything that is due to be posted, and then to post it as soon as Canvas is feeling better. I cannot overstate this – telling me that Canvas won’t allow you to post or upload is not enough to guarantee I’ll assume you actually did the work in a timely manner. EMAIL ME.

Writing

The ability to write clearly is essential in social work. Any written assignments must be written well. If you have difficulty with your writing, you may wish to consult The Writing Center in CETAL, for assistance, if you are a Silver City or Deming student. If you are an online student, you are encouraged to visit WNMU’s Online Writing Center.

Disability Services at WMNU

Services for students with disabilities are provided through the Academic Support Center’s Disability Services Office in the Juan Chacon Building, Room 220, on the Silver City campus. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, a quiet testing area, and undergraduate academic tutors. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Most services are available to totally online students, so be sure to ask!

Disability Services forms are available in the Academic Support Center, or by calling 575-538-6400. The Disability Services Office, in conjunction with the Academic Support Center, serves as Western New Mexico University’s liaison for students with disabilities. The Academic Support Center’s Disability Services Office can be contacted by phone at 575-538-6400.

Communication Policy Statement regarding official email

WNMU’s policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.
WNMU Policy on Email Passwords

WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include: Passwords shall contain at least six (6) characters. Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # $ % &). Passwords shall be changed at least every 90 days.

ACADEMIC DISHONESTY

University Faculty Handbook 602-1, (1996) prohibits any form of academic dishonesty (an act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation). Pursuant to Handbook 602-1 ... "student dishonesty as related to academic assignments such as thesis papers, examinations, shall not be tolerated and shall result in automatic failure. The student shall have the right to appeal to the Discipline Committee."

ACADEMIC INTEGRITY

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include — any behavior that misrepresents or falsifies a student’s knowledge, skills, or ability with the goal of unjustified or illegitimate evaluation or gain (WNMU Faculty Handbook, 2008).

Generally, violations of academic integrity include cheating and plagiarism (including self-plagiarism). In other words, do not use a paper from one class as a submission in another class, without citing yourself. And it’s always better to get the professor’s permission first in that case. Refer to the catalog for definitions – or ask.

Penalties for infractions are as follows

For plagiarism:

- 1st infraction: Grade of — 0 for assignment;
• 2nd infraction: dismissal from the class with a grade of F.

For cheating:

• 1st infraction: dismissal from class with grade of F.

GRADING SCALE

90% or higher = A 80 – 89% = B 70 – 79% = C 60 – 69% = D Below 60% = F

A grade of C or below requires retaking this class.

SIGNATURE ASSIGNMENTS

Signature Assignments are those assignments chosen by the WNMU School of Social Work faculty to evaluate a student’s ability to demonstrate the CSWE-mandated core competencies and related practice behaviors. In addition to measuring student competency, the assignments are used as indicators of program efficacy. Signature assignments are clearly identified in all School of Social Work syllabi. Students must demonstrate competency to pass each core course. Students must complete all Signature Assignments throughout their program of study. Failure to complete a Signature Assignment in any course will result in automatic failure of the course, and will result in referral to the Student Performance Committee for possible re-evaluation of School of Social Work admission.

BASIS FOR GRADING

• Introductions = 5 points
• Assignment 1 = 50 points
• Assignment 2 = 25 points
• Assignment 3 = 40 points
• Assignment 4 = 25 points
• Assignment 5 = 45 points
• Assignment 6 = 45 points
• Assignment 7 = 25 points
• Assignment 8 = 25 points
• Assignment 9 = 40 points
• Discussions = 375 points
• Paper—Choosing an Intervention Paper (SA) = 200 Points

**Please Note:** The Choosing an Intervention Paper has drafts due throughout the semester. Drafts will not be accepted late. Drafts will be critiqued by the instructor so that students can improve their papers before the final draft is due. The final paper is due on the due date.

**COURSE OUTLINE**

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<tr>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td>Week 1</td>
<td><strong>Introduction to EPB (EP 2.1.6 primarily)</strong>&lt;br&gt;Read Chapter 1&lt;br&gt;<em>Friday Jan 13 is the last day to drop this – or any other – class.</em></td>
<td><strong>Introduction due.</strong> Follow directions on Canvas. Discussion 1 also due. Both must be posted by midnight on <strong>Jan 22.</strong></td>
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<td>Week 2</td>
<td><strong>Steps in the EBP Process</strong>&lt;br&gt;Read Chapter 2</td>
<td><strong>Discussion 2.</strong> Follow directions on Canvas. Must be posted by midnight on <strong>Jan 29.</strong></td>
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<td>Week 3</td>
<td><strong>Research Hierarchies</strong>&lt;br&gt;Read Chapter 3</td>
<td><strong>Discussion 3.</strong> Must be posted by midnight on <strong>Feb 5.</strong></td>
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<td>Week 4</td>
<td><strong>Criteria for Inferring Effectiveness</strong>&lt;br&gt;Read Chapter 4</td>
<td>“Tell us something new” discussion 1 and Assignment 1 due <strong>Feb 12.</strong></td>
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<td>Week 5</td>
<td><strong>Critically Appraising Studies, Pt. 1</strong>&lt;br&gt;Material posted in Canvas shell.</td>
<td>Assignment 2 due (follow rubric). Discussion 4 due. Must be posted on Canvas by midnight on <strong>Feb 19.</strong> &lt;br&gt;NOTE: Assignment 2 is the first assignment leading to</td>
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<td>Week</td>
<td>Dates</td>
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<td>6</td>
<td>Feb 20-26</td>
<td>Critically Appraising Studies, Pt. 2&lt;br&gt;Read Ch. 5 and Ch. 10; read Case Study for overall reflection but also for Intake form paper.</td>
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<td>Work on Evidence Search (remember? EBP?) Tell us something new 2 and Assignment 3 (covers reading) due <strong>Feb 26.</strong></td>
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<td>7</td>
<td>Feb 27-Mar 5</td>
<td>Complete Intake Form for Case Study.</td>
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<td>Tell us something new discussion 3 and Assignment 4 due <strong>Mar 5.</strong></td>
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<td>8</td>
<td>Mar 6-12</td>
<td>Final Project Review/Discussion.</td>
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<td>Review Text and PowerPoint</td>
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<td>Mar 13-17</td>
<td>Spring Break</td>
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<td>Mar 20-26</td>
<td>Draft of Evidence Search Review</td>
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<td>Tell us something new discussion 5 due <strong>Mar 26.</strong></td>
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<td>10</td>
<td>Mar 27-Apr 2</td>
<td>Critically Appraising Studies, Pt. 3&lt;br&gt;Read Ch. 7; work on draft for critically appraising studies and review.</td>
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<td>Discussion 5 and Assignment 6 due on <strong>Apr 2.</strong></td>
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<td>11</td>
<td>Apr 3-9</td>
<td>Critically Appraising Studies, Pt. 4&lt;br&gt;Read Ch. 8; work on draft of selecting and implementing an</td>
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<td>Discussion 6 and Assignment 7 due <strong>Apr 9.</strong></td>
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| Week 12  | April 10-16 | Critically Appraising Studies, Pt. 5 AND Selecting Instruments  
Read Ch. 11; work on intervention paper. | Discussion 7 and Assignment 8 due **April 16**. |
|----------|------------|-----------------------------------------------------------------|--------------------------------------------------|
| Week 13  | April 17-23| Monitoring Client Progress  
Read Ch. 12 | Discussion 8 and Assignment 9 due **April 23**. |
| Week 14  | April 24-30| Catching up | Discussion 9 due **April 30**. |
| Week 15  | May 1-7    | Catching up | **Signature Assignment paper due May 5**. |
| Week 16  | May 8-10   | Last week of Class | }