**Florida International University**

**School of Social Work**

**SOW 6435 Evaluating Empirically Based Social Work Practice**

**Summer Semester, 2024**

#### 

|  |  |
| --- | --- |
| **Instructor:** | Richard Beaulaurier, Ph.D., M.S.W. |
| **Telephone**: | 305-348-5876 |
| **E‑mail**: | [beau@fiu.edu](mailto:beau@fiu.edu) (Note: **put SOW 6435 in subject line**) |
| **Office Location:** | AHC5 – 572 |
| **Class Location:** | 5:00 PM – 8:20 PM Thursdays, GL-137 |
| **Office Hours**: | Thursday 3:00 to 5:00 PM (all meetings are by appointment; other times also available) |
| **Website:** | <http://beau.fiu.edu> |

**Catalog Description**

Examines the foundations of knowledge, tools to find resources, design tailored interventions, implement, and evaluate evidence-based social work practice.

**Prerequisites**

Admission to the concentration.

**Course Objectives/Learning Outcomes**

By the end of this course, participants will be able to:

1. Analyze the major components of the evidence-based practice process.
2. Utilize PICO questions for framing clinical inquiry.
3. Search online databases for evidence.
4. Critically analyze research articles based on levels of evidence.
5. Collaboratively develop and implement an evidence-based intervention plan with a client.
6. Determine appropriate methods to evaluate the effectiveness of EBP implementation and use data for quality improvement.
7. Present results in writing and orally.
8. Understand evidence-based practice within the larger context of anti-oppressive practice.
9. Utilize a single subject design with a clinical case.

All course materials will be posted on Canvas, the FIU Library or on the instructor’s website. Instructions for how to access the instructor’s website are on the syllabus page of the course canvas shell.

Throughout the course, class members engage in readings, exercises, and other learning activities designed to help meet the above objectives.  These tasks will give students experience in deepening their understanding of the concepts presented.

Textbook

Drisko, J. W., & Grady, M. D. (2019). *Evidence-based practice in clinical social work (2nd ed.)*. Springer.

Here is the link where you can purchase the book, [https://www.springer.com/us/book/9783030152239](https://urldefense.com/v3/__https:/www.springer.com/us/book/9783030152239__;!!FjuHKAHQs5udqho!ccM5vBHSvyqNJdWvTXc_iN0xV8d3dH8athke1xmbD0B8KzuUisICcYXbi9ZD95c$)

​We will begin using the book in the 3rd Week of class. Until that time readings,

Other readings:

Anastas, J. W. (1999). Chapter 8: Single subject designs. In *Research design for social work and the human services* (2nd ed., pp. 215-246). New York: Columbia University Press.

This book can be found online through the FIU library:  
<https://fiu-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991001823037406571&context=L&vid=01FALSC_FIU:FIU&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=All40&query=any,contains,anastas%20research%20design>

**(NOTE: the link will only work if you are logged into the FIU Library, on the FIU campus or logged into the FIU VPN**

Royce, D. (2008). Chapter 4: Single system designs. In *Research Methods in Social Work* (5th ed., pp. 82-113). Belmont, CA: Thompson.

Anastas is available through the FIU library at no cost, but you will need to sign in to the library with your FIU credentials to be able to access them.

Royce is available on the instructor’s website.

**Assignments**

Specific instructions for each paper will be posted on Canvas and discussed in class. Due dates are in the courses outline.

**Paper 1: Assessment (20% of Final Grade)**

**Paper 2: EBP Intervention Plan (30% of Final Grade)**

**Paper 3: Intervention Implementation, Monitoring, and Evaluation (25% of Final Grade)**

These assignments are related. You will find detailed information on the assignments on the readings section of the instructor’s website.

**Discussion Board (15% of Final Grade)**

The papers for this course require a lot of preparation. The instructor may ask you to submit a progress report on activities related to the papers. In your report it is perfectly acceptable to ask questions indicate where you need help. In addition to submitting your progress report you will be expected make at least one constructive comment to at least one of your classmates.

In weeks where the instructor does not ask you to submit a progress report, students will be asked to make at least two entries to the discussion, and to comment on at least one other person’s post. Comments may be:

* Questions related to the reading for that week or the major assignments.
* Indications of what you found confusing or interesting
* **Indications of what you would like the instructor to cover in class (most helpful)**
* Something that you learned from the reading that you had not considered before

Note: It is perfectly acceptable to indicate that you like or dislike a reading or a comment, or that you agree or disagree. However, that is not a sufficient response unless you clearly say why.

**In Class Participation (10% of Final Grade):**

The course relies heavily on the participation of class members and the quality of discussion. To receive full credit for class participation you must:

* be present for the full class sessions.
* participate in synchronous class discussion and other class activities.
* To receive full points students must be present for at least 10 synchronous class sessions

**Expectations for Discussion and Participation**

Many of the topics in social work are controversial. It is imperative that students remain respectful in discussion. Please use the following guidelines

* Consider all viewpoints welcome—particularly those that differ from your own.
* Keep discussion respectful
* Avoid logical fallacy **especially** ad hominem
* Whenever possible, use facts to make your case.
* Be prepared to cite your sources
* Be prepared to say why you hold an opinion

There is no expectation that you will have opinions that are the same as the instructor or other students in the class. However, you will be expected to clarify the reasoning behind your opinion. As a citizen you are entitled to your opinion. As a professional, however, you will be expected to have opinions that are based on sound reasoning, fact and the best available evidence.

**General expectations and policies specific to your assignments:**

* Late Assignments: **An assignment/take-home exam is late if it is not submitted on the due date at the beginning of class. One half grade point will be deducted for late assignments.**
* Assignments will stress critical thinking and writing. Your work should reflect original ideas and concepts that you can explain and justify based on the material presented in the course. An assignment that consists mostly of cut and pasted material from other authors will be considered plagiarism .
* Assignments are to be grammatically correct, free from typographical errors, and consist of language that is appropriate for a college-level assignment (no slang, cursing, etc.).
* Students found to have cheated and/or plagiarized will receive an F for the assignment and/or course. This includes, but is not limited to:
  + Submitting an assignment completed (partially or entirely) by someone other than you.
  + Completing an assignment for someone else to submit as their own work.
  + Using someone else’s ideas and/or arguments without giving him or her adequate credit.
  + Obtaining or providing assistance on academic work that is expected to be completed independently.
  + Reporting false data or information.
* For help with the above guidelines you may want to consult the readings section of the instructor’s website.

**Calculation of Final Grade**

The instructor uses a spreadsheet to calculate the final grade. All assignments are converted to grade points on a four point scale exactly like the one FIU uses to calculate your grade point average.

Grade points:   
Paper 1 20%  
Paper 2 30%  
Paper 2 25%  
Class Participation 10%  
Discussion Board 15%

Letter Grades

| Letter | Grade Points | Letter | Range% | Letter | Range% |
| --- | --- | --- | --- | --- | --- |
| A | 4 | B | 3.00 | C | 2.00 |
| A- | 3.67 | B- | 2.67 | D | 1.00 |
| B+ | 3.33 | C+ | 2.33 | F | 0 |

**Other Information**

Before starting this course, please review the following pages:

* [Accessibility and Accommodation](file:///C:\courses\19184\pages\accessibility-and-accommodation)
* [Academic Misconduct Statement](file:///C:\courses\19184\pages\academic-misconduct-statement)

Advanced Clinical Competencies and Practice Behaviors

The School of Social Work is accredited by the Council on Social Work Education (CSWE).  In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE’S Education Policies and Accreditation Standards (EPAS).  Required courses within our curriculum are part of this assessment process.  Below is a list of the EPAS Core Competencies and Behaviors that are assessed within this specific course.  The complete EPAS can be found in your student handbook.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core Competencies | Behaviors | Educational Objectives | Assignment | Learning Dimension |
| CC 1 – Demonstrate Ethical & Professional Behavior |  |  |  |  |
|  | 2. Apply ethical decision-making skills to issues specific to clinical social work. | 5,6,8 | Paper 1  Paper 2 | Values  Skills  Cognitive Processes |
|  | 3. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being. | 1,5,6,8 | Paper 2 | Values  Skills  Cognitive Processes |
|  | 4. Engage in reflective practice and demonstrate professional use of self with clients. | 5,6 | Paper 2 | Values  Skills  Cognitive Processes |
|  | 5. Communicate professional clinical judgments in oral, written, and electronic format. | 7 | Paper 1  Paper 2  Presentation | Knowledge  Skills  Cognitive processes |
| CC2 – Engage diversity and difference in practice |  |  |  |  |
|  | 6. Research historical contexts and intersectionality of clients’ identities. | 5, 6, 8 | Paper 1 | Knowledge  Cognitive processes |
|  | 7. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice. | 8 | Paper 1  Paper 2 | Knowledge  Skills |
|  | 8. Understand how sociocultural contexts influence definitions of psychopathology, risk factors and resilience. | 8 | Paper 1 | Knowledge  Cognitive processes |
| CC3 – Advance human rights and social, economic, and environmental justice |  |  |  |  |
|  | 9. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. | 6, 8 | Paper 1  Paper 2 | Knowledge  Cognitive processes |
| CC4 – Engage in research-informed practice and practice-informed research |  |  |  |  |
|  | 11. Use the evidence-based practice process in clinical assessment and intervention with clients. | 1-8 | Paper 1  Paper 2 | Knowledge  Skills  Values  Cognitive Processes |
|  | 12. Use research methodology to evaluate clinical practice effectiveness and/or outcomes. | 6 | Paper 1  Paper 2 | Knowledge  Skills  Values  Cognitive Processes |
| CC6 – Engage with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |
|  | 15. Develop a culturally responsive therapeutic relationship. | 5 | Paper 1  Paper 2 | Knowledge  Values  Skills  Cognitive Processes  Affective Processes |
|  | 16. Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. | 5 | Paper 1  Paper 2 | Knowledge  Values  Skills  Cognitive Processes  Affective Processes |
|  | 17. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance | 5, 6, 8 | Paper 1  Paper 2 | Knowledge  Values  Skills  Cognitive Processes  Affective Processes |
| CC7 – Assess Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |
|  | 19. Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities. | 5, 6, 8 | Paper 1  Paper 2 | Knowledge  Values  Cognitive Processes  Skills |
|  | 21. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. | 5, 8 | Paper 1  Paper 2 | Knowledge  Skills  Cognitive processes |
|  | 22. Select and modify appropriate intervention strategies based on continuous clinical assessment. | 6 | Paper 1  Paper 2 | Knowledge  Cognitive processes |
| CC8 – Intervene with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |
|  | 25. Critically evaluate, select, and apply best practices and evidence-based interventions. | 1-8 | Paper 1  Paper 2 | Knowledge  Cognitive Processes  Affective Processes  Skills  Values |
|  | 28. Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations. | 5, 8 | Paper 1 | Knowledge  Values  Cognitive processes |
| CC9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |  |  |  |  |
|  | 29. Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice. | 6, 7 | Paper 2 | Knowledge  Cognitive Processes  Affective Processes  Skills  Values |
|  | 30. Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process. | 5, 6, 8 | Paper 1  Paper 2 | Knowledge  Cognitive Processes  Affective Processes  Skills  Values |

**Class Schedule and Reading Assignments**

|  |  |  |
| --- | --- | --- |
| Week | Topic | Chapter Number and Title |
| 1 | Course introduction and overview | None |
| 2 | Perspectives on Evidence-Based Practice | Anastas, Ch. 8. Single Subject Design  Royce, Chapter 4: Single System Designs |
| 3 | Overview of Evidence-Based Practice Steps  Assessment  Case Study: Sam | Ch. 1: Introduction and Overview  Ch 2: Three Perspectives on Evidence-Based Practice  Ch. 3: The Steps of Evidence-Based Practice in Clinical Practice: An Overview  Ch. 4: Assessment in Clinical Social Work and Identifying Practice Information Needs  The Outcome Rating Scale (Instructor’s website)  Ch. 11: Sam |
| 4 | Locating Practice Research  Case Study: Ray | Ch. 5: Locating Practice Research  View Boolean Operators Vidoes <https://library.fiu.edu/databasetips/videos>  View Database Guides <https://library.fiu.edu/PsycINFO>  Read web materials: <https://library.fiu.edu/databasetips>  Social Work Guide <https://library.fiu.edu/socialwork>  Ch. 12: Ray |
| 5 | **PAPER 1 DUE**  Evaluating Research Designs & Methods  Case Study: Sally | Ch 6: Evaluating Research Designs  Ch. 7: Evaluating Research Methods  [Bhatacherjee, A. (2012). Social science research: Principles, methods, and practices. Tampa, FL: USF Tampa Library Open Access Collections at Scholar Commons.](http://beau.fiu.edu/SOW5455/readings/__Bhattacherjee_Social%20Science%20Research_%20Principles%20Methods%20and%20Practices.pdf) Pages:  Types of researchpp. Pp. 5-6 Attributes of good theory pp. 28-29 Chapter 5…especially Popular Research Designs  pp. 38-41.  Use chapters 9-15 as references.  Ch. 13: Sally |
| 6 | Meta-Analysis and Systematic Reviews  Case Study: Newman & Loretta | Ch. 8 Meta-analysis and Systematic Reviews: Aggregating Research Results  Ch. 14: Newman & Loretta |
| 7 | Collaboration with Clients  Case Study: Jin | Ch. 9: Collaboratively Addressing Treatment Options with the Client  Ch. 15: Jin |
| 8 | Finalizing the treatment plan and practice evaluation  Case Study: Jennifer | Ch. 10: Finalizing the Treatment Plan and Practice Evaluation  Ch. 16: Jennifer |
| 9 | **PAPER 2 DUE**  Case Study: Bethany | Ch. 17: Bethany |
| 10 | Continuing Issues  Case Study: Gabrielle | Ch. 20: Continuing Issues Regarding Evidence-Based Practice  Ch. 18: Gabrielle |
| 11 | **PAPER 3 DUE** | Ch. 21: Conclusion: The Evidence for Evidence-Based Practice |
|  |  |  |