

COURSE SYLLABUS

Social Work 451 APPLIED GENERALIST PRACTICE II

Term:

Instructor:

**Social Work Department
University of Wisconsin Oshkosh**

**SW Office:
Office Hours:
Email:**

**Course Format & Dates:
Course Location:
Class Time:**

I. COURSE DESCRIPTION

UNIVERSITY BULLETIN DESCRIPTION

Building on the competencies acquired in 93-401, this second semester generalist practice experience includes 210 hours of supervised practice in a social work agency and weekly 2-hour integrative seminar. Focuses on continuing enhancement of theory-guided generalist practice with systems of all sizes, effective identification and resolution of ethical dilemmas, and increased autonomy of functioning. Prerequisites: Successfully meet continuation requirements; concurrent enrollment in SW 468. (Six credits)

II. TEXTS

Required:

Field Manual for Applied Generalist Practice. (2015). UW Oshkosh Department of Social Work, revised edition

National Association of Social Workers (2008). *Code of ethics of the National Association of*

Social Workers. NASW. Available at

<http://www.socialworkers.org/pubs/code/code.asp>.

Coelho, P. (1993). *The Alchemist*. New York: HarperCollins.

III. DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The generalist approach to social work practice, supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention—individual, family, group, organization, and/or community—appropriate to addressing the issues presented. It recognizes the profession's dual

purpose and responsibility to influence social as well as individual change. Particular attention is given to work with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching and influencing the generalist approach are the values and ethics of the profession.

IV. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Upon completion of this course, students will develop competency with the following practice behaviors. . .

Educational Policy & Accreditation Standards Competency	SW Practice Behaviors	Assignments/Activities
<p><u>Competency 2.1.1</u> Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.</p>	<p>Social workers:</p> <p>PB1. Advocate for client access to the services of social work.</p> <p>PB2. Practice personal reflection and self-correction to assure continual professional development.</p> <p>PB3. Attend to professional roles and boundaries.</p> <p>PB4. Demonstrate professional demeanor in behavior, appearance and communication.</p> <p>PB5. Engage in career long learning.</p> <p>PB6. Use supervision and consultation.</p>	<p>Class Activities: Field Seminar Discussion</p> <p>Assignments: Student Learning Contract Field Logs Field Journals Ethical Decision Making Presentation Evidence Based Practice Paper and Discussion Goal statement for semester</p>
<p><u>Competency 2.1.2</u> Apply social work ethical principles to guide professional practice.</p> <p>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	<p>Social workers:</p> <p>PB7. Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>PB8. Make ethical decisions by applying standards of the National Association of Social Workers and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p> <p>PB9. Tolerate ambiguity in resolving ethical conflicts.</p> <p>PB10. Apply strategies of</p>	<p>Readings: Ethics and Social Media</p> <p>Class Activities: Field Seminar Discussion</p> <p>Assignments: Student Learning Contract Field Logs Ethical Decision Making Presentation</p>

	ethical reasoning to arrive at principled decisions.	
<p>Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>	<p>Social workers: PB11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. PB12. Analyze models of assessment, prevention, intervention and evaluation. PB13i. Demonstrate effective oral and written communication in working with individuals. PB13ii. Demonstrate effective oral and written communication in working with families. PB13iii. Demonstrate effective oral and written communication in working with groups. PB13iv. Demonstrate effective oral and written communication in working with organizations. PB13v. Demonstrate effective oral and written communication in working with communities. PB13vi. Demonstrate effective oral and written communication in working with colleagues.</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Ethical Decision Making Presentation Evidence Based Practice Paper and Discussion</p>
<p>Competency 2.1.4 Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Social workers appreciate</p>	<p>Social workers: PB14. Recognize to the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. PB15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. PB16. Recognize and communicate their understanding of the importance of difference in shaping life experiences. PB17. View themselves as learners and engage those with</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals</p>

<p>that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.</p>	<p>whom they work as informants.</p>	
<p>Competency 2.1.5 Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>	<p>Social workers: PB18. Understand the forms and mechanisms of oppression and discrimination. PB19. Advocate for human rights and social and economic justice. PB20. Engage in practices that advance social and economic justice.</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals</p>
<p>Competency 2.1.6 Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy and social service delivery. Social workers comprehend quantitative and</p>	<p>Social workers: PB21. Use practice experience to inform scientific inquiry. PB22. Use research evidence to inform practice.</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals Ethical Decision Making Presentation Evidence Based Practice Paper and Discussion</p>

<p>qualitative research and understand scientific and ethical approaches to building knowledge.</p>		
<p>Competency 2.1.7 Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>	<p>Social workers: PB23. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation. PB24. Critique and apply knowledge to understand person and environment.</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals</p>
<p>Competency 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>	<p>Social workers: PB25. Analyze, formulate, and advocate for policies that advance social well-being. PB26. Collaborate with colleagues and clients for effective policy action.</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals Evidence Based Practice Paper and Discussion Policy Practice Scavenger Hunt</p>
<p>Competency 2.1.9 Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond</p>	<p>Social workers: PB27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. PB28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals</p>

proactively.		
<p><u>Competency 2.1.10</u> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>	<p>Social workers: PB30i. Substantively and effectively prepare for action with individuals. PB30ii. Substantively and effectively prepare for action with families. PB30iii. Substantively and effectively prepare for action with groups. PB30iv. Substantively and effectively prepare for action with organizations. PB30v. Substantively and effectively prepare for action with communities. PB31. Use empathy and other interpersonal skills. PB32. Develop a mutually agreed-on focus of work and desired outcomes. PB33. Collect, organize, and interpret client data. PB34. Assess client strengths and limitations. PB35. Develop mutually agreed-on intervention goals and objectives. PB36i. Select appropriate intervention strategies with individuals. PB36ii. Select appropriate intervention strategies with families. PB36iii. Select appropriate intervention strategies with groups. PB36iv. Select appropriate intervention strategies with organizations. PB36v. Select appropriate intervention strategies with communities. PB37. Initiate actions to achieve organizational goals. PB38. Implement prevention interventions that enhance client capacities. PB39. Help clients resolve</p>	<p>Class Activities: Field Seminar Discussion Assignments: Student Learning Contract Field Logs Field Journals</p>

	<p>problems.</p> <p>PB40. Negotiate, mediate, and advocate for client.</p> <p>PB41. Facilitate transitions and endings.</p> <p>PB42. Social workers critically analyze, monitor, and evaluate interventions.</p>	
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V. COURSE STRUCTURE AND FORMAT

This class is a seminar course which meets face to face for 2 hours per week. There are a variety of approaches to learning which will be used including lecture, group discussion, student presentations and written assignments. Your participation in class is significant and requires your presence and preparedness for class. It is expected that you will attend class on time, remain for the duration of the entire class, contribute to class discussions and have assignments completed in a timely manner .

VI. COURSE POLICIES

Professional writing standards and expectations: Journals and papers must be typewritten (double spaced) and grammatically correct. These may be emailed prior to class or brought to class on the day we meet.

In-class attendance: Attendance is required. In the event that you must miss class, I expect you to contact me and provide a reason for your absence. Unexcused absences will result in a deduction of 2 pts and an extra assignment as chosen by the instructor.

Electronic technology limitations in class: In consideration of all students in the class as well as the instructor, please do not have phones on during class time. It is disrespectful and distracting to text during seminar. Phones should be kept off of desks and kept in purses or backpacks. If you are using a laptop to take notes, please use this only for the purpose of class. The instructor reserves the right, according to the University Student Code, to dismiss anyone in class who is disruptive to the class process.

University Academic Dishonesty policies (Student Handbook) will be followed

Application of the NASW Code of Ethics: Competencies 2.1.1 and 2.1.2 are essential competencies to be met in both 93-401 and 93-451. Each student is expected to conduct her/him self in accordance with the NASW Code of Ethics, as a student at UW Oshkosh, while in class and at their field site.

Assignment revisions and resubmissions: For major assignments in this seminar, I will provide opportunities for drafts and feedback will be given. Please take advantage of this learning opportunity so that your assignment meets expectations by the date due.

Disability accommodation: Please see the Department of Social Work Handbook Section IV-A for information specific to accommodations for students with disabilities. Students with special learning requirements should alert instructors in order that accommodations can be met.

APA format expectations: All assignments which include references should utilize APA formatting. The UW Writing Center is a resource for all students to assist you in your writing. They are located in the lower level of Radford Hall.

**Please call or email to schedule an appointment. 424-1152 or wcenter@uwosh.edu
www.english.uwosh.edu/wcenter**

TEACHING STRATEGIES

A variety of approaches to learning will be used including lecture, group discussion, student presentations and written assignments.

Note: In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be purchased at the University Bookstore or viewed by visiting the Social Work Department's Home Page at:
http://www.uwosh.edu/departments/social_work/handbook.htm.

VII. COURSE ASSIGNMENTS AND STUDENT EVALUATION

Field Practicum 60%:

- Satisfactory completion of the required 210 hours
- **Student Learning Contract (SLC)** : One of the most important tasks to be accomplished is the development of a **complete, substantive and integrative plan of goals, objectives, and learning activities**. This plan must reflect the competencies for mastering generalist practice identified in the Field Handbook and also your personal learning objectives. The instructor, your seminar peers, and your agency field supervisor will assist in the process, but it remains your responsibility to complete the SLC to meet both course competencies and your individual learning needs. (Refer to "Contract Negotiation and Goal Setting" attachment). The Student Learning Contract can be found on the webpage for the social work department.
<http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>

Field Seminar 40%: Active participation: All students are expected to come prepared for active discussion. A seminar is about *shared* learning. The seminar will focus on (a) *specific issues arising from experiences in the agency setting*, (b) *discussions focusing on the relationship between theoretical learning and social work practice* and (c) *discussion of readings and presentations*.

The class participation portion of your grade (%) will take into consideration the degree of your **active** participation in class discussion and level of engagement in learning that you display. Participation will be broken down in the following manner:

Minimal participation- less than 25% of the time = 10 points

Average participation- 25-50% of the time = 20 points

Full participation 50% or greater = 40 points

Each week you will be given the opportunity to discuss events/learning experiences from your agency placement. UTILIZE this time to obtain feedback from your peers and your instructor, or to offer feedback. The information discussed in seminar is CONFIDENTIAL and will not be discussed outside of class.

Field logs 10% each: Field logs must be submitted on a weekly basis recording the days and hours you spend at your agency each week. They should also *list* your *specific activities* at the agency for the week. **You need to number the weeks on the logs, total of hours for the week and they must be signed by your supervisor. Make a copy of your log for your records. You can access the Field log forms at <http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>.** This is found under the BSW icon on the webpage for the social work department.

Journals 50%: Journals must also be submitted on a weekly basis (approximately 10 for the semester, each worth 5 pts. **Journals do not just describe activities. This should demonstrate critical thinking regarding: *your learning, the active integration of theory to practice, and how you are thinking, feeling, and processing the experiences you encounter daily. Be sure to note ideas/efforts regarding self-care.*** Journals will be graded with the following scale: (-) lacks critical thinking, (+) integrates critical thinking with experience, (/) minimal integration of processing experience. **You will be asked to redo your journal if it does not reflect critical thinking OR if it is poorly written.**

Best practice proposal 20%: During the Spring semester (SW 451) you will complete a brief review of the literature (3 sources) regarding research as it relates to the practice in your agency.

Ethical Dilemma Project 20%: You will be a part of a group project that will allow you to explore the aspects of personality that may lead to risks of entering into an ethical dilemma.

Policy Practice Scavenger Hunt:

Over the course of the Field Internship students will examine information about policy practice in their Field Agency. This information may be obtained through interviews with agency staff, review of policy manuals, review of grants and contracts and review of guiding legislation/public policy. The following table provides a guide for collecting information, as well as examples of the kind of information that students might collect.

Elements of Policy Practice	Source of Information	Agency Specific Information
Due by the 1 st semester Mid-term evaluation		
Identify specific agency policies that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Agency staff handbook	e.g. The personnel policies stipulate that all SW's must be certified or licensed by the State of WI.
Identify local government policies that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Field Supervisor	e.g. The agency is funded by a County contract.
Identify State policies/legislation/court rulings that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Agency Executive Director	e.g. The agency only hires certified/licensed SW's.
Due by the 1 st semester Evaluation		
Identify national policies/legislation/court rulings that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Federal Grant	e.g. The agency receives Federal funds and is impacted by the Hatch Act.
Identify international organization policies that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Chair of the Board of Directors	e.g. The agency promotes implementation of the United Nations Treaty on Human Rights.
Who speaks for the agency in writing about policies that impact service delivery? In press releases... In letters to the editor... In reports to funders and contractors... In annual reports...	e.g. Agency Lobbyist	e.g. The Program Director writes position papers.
Who verbally speaks for the agency about policies that impact service delivery? At public hearings...	e.g. Agency Executive Director	e.g. The ED attends legislative hearings in Madison.

To funders...		
To community leaders...		
To community groups...		
Due by 2 nd semester mid-term evaluation		
In what ways does the agency collaborate with SW educators to provide effective services to clients?	e.g. Agency Field Supervisor	e.g. The agency provides opportunities for student Field Internships.
In what ways does the agency collaborate with advocates and lobbyists to provide effective services to clients?	e.g. NASW Executive Director	e.g. The agency subsidizes membership in NASW for SW's.
In what ways does the agency collaborate with policy makers to provide effective services to clients?	e.g. Local Legislator	e.g. The Chair of the BoD proposes legislative policy changes to the local Assembly-person.
Due by the final Field evaluation		
What other agencies does your agency collaborate with in order to provide effective services to clients?	e.g. United Way Director	e.g. the Agency actively participates with the United Way.
In what ways does the agency collaborate with clients and constituents in order to provide effective services?	e.g. Chair of the Agency Advisory Committee	e.g. The agency facilitates a client advisory committee.
What sources of information do agency leaders consult in order to provide effective services to clients? To what extent do these sources provide evidence-based information? How does the agency access these sources of information?	e.g. NASW News	e.g. The agency maintains a subscription to the Social Work journal and makes it available to all SW's.

VIII. SUMMARY OF STUDENT EVALUATION REQUIREMENTS:

Active participation in class, field logs, journals	40%
Ethical dilemma presentation/paper	20%
Best Practice Paper	20%
SLC and practice behaviors	60%
Total	140%

The faculty instructor in consultation with the agency field instructor will assign a final course grade. **Grading for this course is pass/fail.** The final SLC evaluation will occur near the end of the semester and will include you, the faculty instructor and the agency instructor. The seminar accounts for 40% of your total grade and the SLC accounts for the remaining 60%. The field portion is determined by the manner in which the SLC activities and expectations were met. **To obtain a passing grade ALL seminar assignments AND your performance in field as assessed by faculty instructor and field supervisor must meet or exceed a level corresponding**

IX. GRADING SCALE:

93-100

A

C

73-76

90-92	A-	C-	70-72
87-89	B+	D+	67-69
83-86	B	D	63-66
80-82	B-	D-	60-62
77-79	C+	F	59 and lower

X. COURSE AND FACULTY EVALUATION

The SOS (Student Opinion Survey) will be conducted at the end of the semester to gather information from students about the value of the course and the effectiveness of the teaching.

TOPICAL OUTLINE AND COURSE SCHEDULE

Dates	Content/Activities	Readings & Assignments
Session #1	Welcome to the new semester Review of syllabus & assignments Discussion of the SLC Discussion of "The Alchemist"	Assign: Develop the Student Learning Contract (SLC) for Spring Semester Develop goal statement for semester Journal assignment question
Session #2	Discussion of "The Alchemist" Discuss: Licensing and Regulations Requirements	Assign: Work on SLC (with agency field instructor)
Session #3	Discussion of Code of Ethics: Social Media and Social Work NASW discussion	Due: turn in completed SLC for review. Handouts on Ethics and Social Media Due: Final version of Evidence Research Based Question
Session #4	Time to confer: Elements of Ethical Decision Making Discussion of Ethics project How to develop as a social worker	BUILDING A SOCIAL WORKER Assign journal question related to ethics
Session #5	Time to Confer : Ethics Project Ethical Assessment Screen Intentions	Begin Mid-term Evaluation with agency instructor Ethics project
Session #6	Code of Ethics-Ethics Project Social Workers' Personal Ethical Responsibility- Seminar discussion: Self Care	Ethics project Set up 1:1 midterm meetings
Session #7	Continuation of discussion on ethics and practice, "do no harm". Seminar discussion	Midterm Semester Evaluation Due No journal due
Session #8	Workers' Ethical Responsibilities to Clients Diversity issues	Career services presentation
Session #9	Social Worker's Ethical Responsibilities as	Begin Evidence Based Practice discussions

	Professionals Mistakes	Evidence Based Practice paper due
Session #10	Social Workers' Ethical Responsibilities to Practice Settings Conflict Resolution	Evidence Based Practice discussions
Dates	Content/Activities	Readings & Assignments
Session #11	Social Workers' Ethical Responsibilities as Professionals	Evidence Based Practice discussions <i>Begin working on Final Evaluations with Supervisor</i>
Session #12	Social Workers' Ethical Responsibilities to the Social Work Profession	Evidence Based Practice discussions Goal Statement Discussions Last journal is due assign question Set up 1:1 final eval meeting
Session #13	Social Workers' Ethical Responsibilities to the Broader Society	Evidence Based Practice discussions Due: Final evaluation, journal Goal Statement Discussions
Session #14	Informal review and wrap-up Review The Alchemist CELEBRATION!!!	ALL paper work, assignments, evaluations, SLC MUST be turned in! Letter to future self!

ETHICAL DECISION MAKING PRESENTATION

Directions:

Students will be presented an issue regarding an ethical dilemma. You and your group will lead the class through a discussion of the situation/resolution. This discussion will assist the class in the recognition, confrontation, analysis and resolution of value conflicts occurring in the world of professional social work practice. Your instructor will provide you with a specific situation as well as guidelines and questions to address regarding your dilemma/presentation.

Part 1: As a group you will review the situation and discuss:

- What is your group's perception of the dilemma? Did you all agree?
- What is the specific population that is impacted? List the specific populations.
- Discuss the concerns of the dilemma as they relate to Social Work values, specifically, the part of the Code of Ethics that is challenged?
- Identify potential precursors to the issue and how the Social Worker may have contributed to the dilemma.
- Discuss the concept of "intent" in regards to the Social Worker's actions.
- How do the actions that the Social Worker displays mirror his/her feelings?

(You will have approximately 30 minutes to discuss as a group.)

Part 2: Lead the class through a discussion addressing areas from Part 1. Your instructor will also provide you with questions.

Part 3: In your journal, review your personal thoughts about the assigned dilemma and the discussion in your group. Specific questions will be provided for you to address in this paper.

Evidence Based Practice Proposal

Evidence Based Practice (EBP) is the use of interventions that are the best possible professional response to the problem or situation of the client and or system. The purpose of this project is to gather and review the *best* scientific evidence of effective interventions through journal articles.

You will then complete a 5 page critical analysis reviewing the articles and discussing how they applicable to your field setting. You will choose (in your opinion) the *best* article to discuss with us in seminar **focusing on questions 3 and 4 from below. Your paper will be due April 9.**

Royse, Shoop and Rompf in their Field Instruction manual, reference Gambrill, 2008, and include the following steps in Evidence Based Practice (EBP):

- " 1. Convert information needed for practice decisions into answerable questions.
2. Search for the best evidence with which to answer the questions.
3. Critically appraise the information in terms of its impact, validity, reliability and applicability.
4. Consider the evidence given one's expertise, client values and preference; integrate the information to make a practice decision."*

1. ASK:

The first step in this assignment will be to isolate a question. **(This is your best practice question from Fall).** The question should be related to your field placement (and can be related to your research work at your agency but does not need to be). It can be a general question asking what treatment is most effective or what improves or reduces certain variables that are important to investigate with your population. ***The final version of the question is due February 19.***

2. SEARCH:

Investigate **professional Social Work journals** and find what best practice evidence is relevant to your question. Utilize the strongest evidence that you can and consider the relevancy to your question/agency. Use the guidelines listed below when researching your question.

Consider:

- **Why** it is that you would want to include this piece of research in your project?
- **Look at the quality** of the research, the **soundness** of the methodology and **your own bias** that may lead you toward or move you away from including certain findings.
- **Think** about if these findings could convince others of their efficacy? Are there reasons this evidence may not be able to be applied to your question?

3. DISCUSS/DESCRIBE:

Annotate a minimum of 3 sources. Provide the reference and then write a thorough but concise annotation of each study.

Describe:

- The study (explanatory, exploratory, retrospective or prospective research, single case)

- The sampling (convenience or random)
- The methodology and its' strength, (the difference between a randomized experiment and a single case study)
- Reliability of instruments for measurement, and the soundness as well as generalizability of findings or is it a publication that is the opinion or report from expert authorities?

4. **APPLY:** "*Filter*" these findings in light of your own knowledge, experience and practice wisdom.

- Does it /would it fit with what you see in practice?
- Would it apply to your client or agency setting? If not, is there a way it could be modified or changed to make it work in some way for your clients. **(These questions should be addressed for each reference, individually)**

Grading Criteria

- Communication – degree to which student demonstrates the ability to convey, organize ideas clearly, concisely.
- Critical thinking – degree to which student demonstrates ability to evaluate and critique ideas.
- Conceptual ability – degree to which the student demonstrates the ability to conceptualize, abstract, think logically, organize ideas.
- Research – degree to which student demonstrates thorough knowledge of subject

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