

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

SWK 8883 – Research Based Interventions

Professor: Matthew J. Cuellar, Ph.D.

Summer 2019 – Online

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COURSE DESCRIPTION

This course closely examines the evidence-based process and looks at how it affects social work practice in a variety of settings. In the first portion of the course, students will learn how interventions become evidence-based and why some interventions are considered to be evidence-informed and/or best practices. Students will analyze research methodologies and emphasizes both the process and the value of building evidence. In the second portion of the course, we will cover issues related to implementing evidence-informed practices in practice settings. This course will be problem-based; that is, students will be asked to define a problem they would like to consider for the semester and then will examine existing evidence to select an intervention that would address the problem.

REQUIRED TEXT:

Rubin, A., & Bellamy, J. (2012). *Practitioner's guide to using research for evidence-based practice* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

COURSE SCHEDULE

WEEK	TOPIC
1 6/5/2019	Course Introduction; Introduction to the EBP Process Readings: Rubin & Bellamy (Ch. 1 – 3) Module Activity: Introduce Yourself
2 6/12/2019	Recap on Social Work Research Methods/Hierarchy of Evidence Readings: Hierarchy of Evidence (McNeece and Thyer, 2004 Handout) Module Activity: Submit COPES/Research Question
3 6/19/2019	Literature Reviews/Non-Experimental Designs Readings: Rubin & Bellamy (Ch. 6 – 7); Lit Review Handouts Module Activity: Module Quiz
4 6/26/2019	Quasi-Experimental and Cohort/Group Designs w/o Randomization Rubin & Bellamy (Ch. 9) Module Activity: Module Quiz
5 7/3/2019	Experimental Research/Randomized Control Trials Rubin & Bellamy (Ch. 5) Module Activity: Module Quiz
6 7/10/2019	Meta-Analyses and Systematic Reviews Rubin & Bellamy (Ch. 8); Sample Review Handout Module Activity: Article Critique
7 7/17/2019	Dissertation Points/Wrap-Up Readings: None Module Activity: Submit Final Paper/Complete Course Evaluations

LEARNING OBJECTIVES

Learning objectives are provided in greater detail for each module, under each module's Content page, and are presented with their associated outcomes. In general and upon satisfactory completion of this course, students will be able to:

1. Describe the steps of the EBP process
2. Pose a client-oriented research question
3. Discuss basic social work research methodology
4. Explain the Hierarchy of Evidence
 - a. More specifically be able to identify where a resource falls on this hierarchy
5. Effectively identify relevant databases and search them to scope for current literature
6. Understand what makes a research design non-experimental, quasi-experimental, and experimental research
7. Understand why a meta-analysis or systematic review is on top of the hierarchy of evidence
8. Provide an example of how the EBP process can be applied to the dissertation

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also

plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

CLASS DESIGN AND ATTENDANCE

This is an online course that will require you to complete weekly modules on your own time. Modules are posted on the date listed. Each student is expected to actively participate and complete weekly activities, contribute knowledge, experience and ideas. Each week, I will post a module that you will need to complete by the following Wednesday. In each module, there will be a description of what you need to do to complete the module. Most modules will include a recorded lecture, assigned readings, and a quiz on the content that we covered (to account for participation). Any assignment linked to a module will be graded and factor into your final participation grade. It will be up to you to complete the module, at your convenience, within the module timeframe (e.g., Module 1 posted on Wednesday the June 5th would be due Wednesday June 12th at 11:59pm ET, at which time Module 2 is posted).

COURSE ASSIGNMENTS

Assignments and Grading: You will have two graded assignments for this course. The first will be for your weekly participation (i.e., weekly quizzes and activities). The second is a final paper, which will be a paper summarizing your own work for the semester.

Participation – You will complete weekly modules to account for your participation in this course. Each week, you are responsible for reviewing the content page and working through the module to meet the learning objectives for that week. Your completed modules (i.e., quizzes and activities) will make up 50% of your final grade.

- **Quizzes:** Three quizzes are assigned throughout the semester and are heavily based on the readings, handouts, and lectures.
- **Submit COPES/Research Question:** One of the weekly activities is to submit a question. This is part of Week 2 Module and is very important as this question is what you will focus on throughout the semester. See handouts for formatting structure of question. The instructor will provide feedback on your question within the following week.
- **Critique an Article:** Another weekly activity is to select an article on your topic and critique its design. You must discuss how the article is relevant to you, what gap in the research was identified in the article, what design(s) the researchers used to fill this gap, and whether or not this article helped you answer your question, and why you came to your conclusion. Critiques should be no longer than one page.

Final – This paper will be a thorough narrative literature review in which you attempt to answer your research question. Successful papers will provide the following:

- A clear, client-oriented research question
- Clear conceptual definitions of the variables in the research question proposed
- A thorough search of social work research databases for literature on the variables identified in the research question
- A critique of the current body of research on the variables identified in the research question
 - An assessment of how variables are operationalized in past research can make this section very strong
 - A discussion of where the literature on each variable falls on the hierarchy of evidence is required
- Identification of any significant gaps in the body of research
- A summarization of the body of research that was searched (i.e., what do we know we know, what do we know we don't know, and what do we don't know

- we don't know, in your own words)
- An answer to the research question using the components identified above

The final paper will be submitted on the last day of class and will make up 50% of your final grade. Please do not email me regarding a page limit or number of resources as there are not parameters for these. Rather, you should do an exhaustive and thorough search of the literature and conclude when you are confident that there is no critical literature that you are leaving out. Students typically complete these assignments in 10 – 15 pages.