You just selected a social problem and visited a human service program addressing that problem. You gathered reading materials\(^1\) to learn about the program's strategic purpose, clients served, and services offered. Both choices (problem & program) and the material collected are now the foundation for your research proposal this term.

As we introduce our research proposal, we will assume the reader is unfamiliar with not only social work, but also with research concepts and processes. So we will first discuss essential foundational social work and research knowledge. We must then introduce our problem area, mock generalist practice, host agency, clients served, research aims, and prior research. While many approaches can accomplish such an introduction, Module 1 breaks it into 4 simple parts.

### WS #1A - Basic Concepts
This first 2-page worksheet begins by helping you study several basic concepts that pertain to EBGSWP and general research processes. It helps you explore social work, general research methods, and types, context, and purposes of each. It helps you study research ethics, your host program, focus problem, and current research aims. Again, our task here is to lay the groundwork for upcoming assignments that will help us develop our research proposal for SW400W.

### WS #1B – Program Outcome Evaluation Research Question
This 3-page worksheet helps you establish one of the two main research questions that will guide your work. Specifically, WS #1B helps you will learn how human service administrators develop conceptual and operational research questions to frame the evaluation of their human service program to ensure service quality and strategic fidelity. So WS #1B helps you build a **program outcome evaluation research question** (Rope #1).\(^2\)

### WS #1C – Practice Outcome Monitoring Research Question
This 3-page worksheet guides your study of how licensed professional generalist social workers (LSWs) in human service agencies prepare to assess their practice by tracking client outcome achievement. So WS #1C guides your development of a **practice outcome monitoring research question** (Rope #2).

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\(^1\) E.g., brochures, pamphlets, etc.

\(^2\) As a teaching tool, we will use this dual rope analogy to represent the **dual purpose** of our proposal; but you must remember these are only two types of research questions among many, many others (e.g., community needs assessments, client satisfaction studies, opinion studies, cost research, etc.).
WS #1D – Background Evidence/Summary Practice Implications
This final worksheet develops your ability to critically analyze and integrate one research report into your research proposal. To do this you must first locate and study one research report and complete WS #1D-RARF for that research report. This step organizes your thinking about that report much like that of a field practitioner. Then you will compose a paragraph from that RARF to be integrated into your final WA #1. In performing these steps you will see the role of research in professional evidence-based practice, and learn how to use research reports to inform your own proposal development.

Summary
As you will see, WS #1A-D are the foundation for WA #1 wherein you will expand your WS narratives into 12 pages of integrated technical discussion of your research proposal. Please remain mindful that learning at this early stage will be the basis for all subsequent SW400 assignments so attention to learning now will greatly benefit you later. Additionally, this early work will enhance your success in applying research methods in other SW practice courses, your internship, and eventually licensed practice. So it is in your interest to provide thorough, well written responses in all WAs. Besides, as a rule thorough, well written responses tend to receive greater credit anyway (see imbedded “Required/Recommended content” entries below).

To complete Module 1, you will work in our computer lab and other locations (e.g., Library) consulting our text and various reference and source materials. You will also consult the web gathering facts and viewpoints. These tasks require that you locate, analyze, synthesize, evaluate, and cite appropriately in APA (6th ed.), primary/secondary print and electronic source materials. Always use complete sentences and attend to writing fundamentals (syntax, diction, grammar, punctuation, spelling, organizational, flow, wordiness, and technical voice). As a writing intensive course, you must identify and use an in-class peer editing buddy for all assignments. Also, depending on your technical writing abilities in consult drafts, I may require that you to use a MSUM Write Site tutor to guide your writing prior to its submission for a grade. I do this because it is my responsibility that you leave SW400W with technical writing skills appropriate for entry-level generalist practice. Please let me know how I might help you complete this first SW400 assignment, and note the LATE ASSIGNMENT POLICY (class web page).

Preparing to write WA #1...

WS #1A-Context of the research

1. Think about all you have studied thus far in your various social work classes (e.g., SW250, SW330, SW420, SW430, etc.); and reflect on everything you have read and heard to date in our class (e.g., Royse, the Encyclopedia of Social Work (ESW), and lectures). In your own words, define/explain the role and purpose of “social work” in American society. Be thorough in your response by including specific content that describes our profession, its social role, and main theoretical orientation. Please be sure to use your own words, your best technical writing skills to date, and your finest professional voice.

Required content:
- Adequately describes the profession’s organizing theory (overview, theoretical concepts, etc.);
- Adequately describes the profession’s social purpose (draw from generalist practice text and the ESW);
- Adequately describes social work’s role in solving individual and social problems.

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3 Item numbers correspond to specific WS questions.
2. Think about all you have studied thus far in your various social work classes (e.g., SW250, SW330; and now in SW420, SSW430, etc.). Reflect on everything you have read and heard to date in our class (e.g., Royse, Kirst-Ashman & Hull, the Encyclopedia of Social Work (ESW), etc.). In your words, define/explain your understanding of “generalist social work practice.” Be thorough in your responses by including specific content describing our profession’s generalist approach to client service. Please use your best technical writing skills and voice.

**Required content:**
- Adequately describes GSW’s overall perspective;
- Adequately describes GSW’s organizing theory (overview, theoretical concepts, etc.);
- Adequately describes GSW’s intervention model (GIM); and
- Provides adequate and relevant references in APA format to support your statements.

3. Similarly, given all you have studied thus far, in your own words, define/explain “evidence-based generalist social work practice.” How do “evidence-based” methods enhance generalist practice? Include specific content that describes the topic, and be sure to use your best technical writing skills and finest professional voice. Reserve readings (e.g., ESW, Kirst-Ashman & Hull) will be very helpful.

**Recommended content:**
- Provides an adequate overview of EBGSWP;
- Adequately describes the role of research in EBGSWP;
- Adequately describes the steps in EBGSWP with discussions of each;
- Adequately describes EBGSWP’s role is professional accountability; and
- Provides adequate and relevant references in APA format to support your statements.

4. Given all you have studied thus far, and considering Royse’s first chapter and the Kirst-Ashman & Hull readings, in your own words, define/explain the role and purpose of “social work research.”

**Recommended content:**
- Adequately describes how social workers use research in EBGSWP;
- Adequately describes how research helps meet our social mandate discussed in Question 1 above; and
- Makes direct and adequate reference to research in stages of the generalist intervention model.

5. Relate your response in question 4 explaining social work research to using research to build knowledge (HINT: Knowledge cloud & stairs models we presented in class).

**Recommended content:**
- Adequately relates topic to building professional knowledge as presented in class; and
- Make direct and adequate reference to EBP.

6. Now then, reflecting on our class discussion, in what “context” does one find social work research? That is, what are some external factors/realities affecting how/why professionals engage in social work research practice?

**Recommended content:**
- Adequately defines the term “context” as we are using it is this circumstance; and
- Adequately describes 3 externals factors and how they impact social work research in EBGSWP;

7. After reading Royse, explain each step in both quantitative and qualitative approaches to empirical research.

**Recommended content:**
- Adequately discusses the 5 quantitative research steps with short, clear descriptions of each; and
- Adequately discusses the 5 qualitative research steps with short, clear descriptions of each.
8. How does your response in Question 7 about qualitative and quantitative methods relate to how each approach contributes uniquely to knowledge building in social work (HINT: Knowledge cloud & stairs models we presented in class).

   **Recommended content:**
   - Adequately discusses both **quantitative** and **qualitative** approaches are part of knowledge building.

9. After reading Royse’s Chapter 1, go to the NASW’s official national web site and the web site of NASW-MN, and study for yourself their position on research ethics in our **Code of Ethics**. The web links are under Unit 1 of our class resource page.

   **Required content:**
   - Directly references and adequately discusses “NASW Ethical Standard 5.02” and its specific components.

10. Royse discusses the importance of reviewing literature that pertains to your professional practice as a distinct step in the research process. The *Encyclopedia of Social Work* and *Kirst-Ashman & Hull* also explain this professional activity in the context of evidence-based practice. In your own words explain literature reviews in both contexts: social work research and evidence-based practice.

   **Recommended content:**
   - Adequately describes “literature reviews” in social work research;
   - Adequately describes “literature reviews” in EBGSWP; and
   - Adequately discusses how both are interrelated.

11. Here you must first define the concepts “intervention” and “client outcome” as each is used in licensed professional generalist EBGSWP. Then discuss how they interrelate. Be thorough and use the terms discussed in class and in our readings (e.g., Royse, ESW, and Kirst-Ashman & Hull).

   **Recommended content:**
   - Adequate and specific description of “intervention” and its use in EBGSWP;
   - Adequate and specific description of “client outcome” and its use in EBGSWP; and
   - Adequate discussion of how they are related in EBGSWP.

12. Discuss the program in which you are pretending to work this term, and the larger agency context. Please use its brochure, web site, or other resources. This is a general overview, however, since more in-depth information will follow in WS #1B.

13. Now, given your “host program” and the clients served, what main social problem does it address? For example, I would say a “Food Bank” primarily addresses “hunger”; Churches United and Dorothy Day House mainly address “homelessness;” and The YWCA addresses multiple womens’ issues (e.g., “racism,” “disempowerment,” “injustice,” etc.). When building this response, educate the reader about the problem’s scope and breadth.

   **Recommended content:**
   - Adequately introduces the host program’s main (i.e., focus) social problem;
   - Uses adequate statistics about that social problem (e.g., number of Minnesotans with the issue); and
   - Cites all statistical sources used.

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4 Though programs address multiple client problems simultaneously, to keep things simple, choose only one main issue to present.
14. Royse discussed processes of posing research questions in each of the two approaches to empirical research. And I discussed two stages in question development: moving from the short form (i.e., conceptual) to a more detailed articulation (i.e., operational). Summarize in your own words the concept research questions.

**Recommended content:**
- Adequately defines “research questions;”
- Adequately discusses differences between conceptual and operational questions;
- Adequately discusses differences between qualitative and quantitative research questions; and
- Provides adequate discussion of their role in our proposal’s “dual purpose” this semester.

**WS #1B: ROPE #1-Social Work Program Outcome Evaluation Research Question**

Remember our WA #1 purpose is to introduce our research proposal and develop two research questions: a program outcome evaluation research question (Rope #1); and a practice outcome monitoring research question (Rope #2). This process requires that we transform a “conceptual” question for each into a carefully articulated “operational” question that provides the reader more information about our research aims. Since we have the dual research purpose of evaluating our program and assessing our practice, we will do this transformation twice: once for our program outcome evaluation (Rope #1; WS #1B) and a second time for our practice outcome monitoring (Rope #2; WS #1C). Thus, WS #1B & 1C take you through the steps of stating a “conceptual” question (page 1 of each); expanding your program/practice knowledge (page 2 of each), and finalizing an operational question (page 3 of each). So let’s begin with articulating your short “conceptual” program outcome evaluation question.

15. By now you have read Royse (Chapter 12) and the ESW, and taken class notes on regarding “program outcome evaluation” in social work administration. In your own words, define/explain this research topic. As before, be thorough in your responses by including specific content, and please be sure to use your best technical writing skills to date and your finest professional voice.

**Recommended content:**
- Presents an adequate theoretical narrative describing program outcome evaluation;
- Provides adequate overview of the types of program outcome evaluations;
- Adequately uses theoretical terms throughout;
- MAKES NO REFERENCE TO YOUR SPECIFIC PROGRAM OR SOCIAL PROBLEM-keep this general; and
- Provides adequate in-text citations to Royse, ESW, and any other academic sources used.

16. In this exercise we must remember the contextual administrative flow of a human service organization: a given agency hosts several programs where each provides several services. With this in mind, look just above Question 12 and you will see my example of the general format of the conceptual program outcome evaluation research question. You can easily see how complex the research becomes if we were focusing in the entire agency so thankfully we are centering on the programmatic level. Simply, in this step merely customize your conceptual question to match my general format-that is all. By filling in the three blanks in Question 16 you are completing half of your conceptual question such that it is consistent with my example. What is more, by focusing on just three program services we acknowledge that every human service program provides several/many different human/social work services to eligible clients. However, we limit our thinking to just three to keep things simple; and henceforth these will be referred to as your 3 focus program interventions.

17. Now, based on your study of this program’s reading materials, what single common (i.e., “main”) client outcome would you say your host program seeks for all program clients? While you need only one, you can use 2-3 words

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5 Also, let me know if you need assistance identifying a specific program.

6 **NOTE:** Remember “independent” and “dependent” variables? Well, this will be our 3 “independent variables” we will later use to study the scientific basis of your proposed research in Unit 2/WA #2.

7 Then be sure to move to page 2 and narrate a little more detail about each service.
to capture this outcome. Further, keep the outcome simple and focused! Although human service programs frequently help clients meet multiple outcomes, we will make things easier and limit our work to only one main program-level client goal. So replace “All program clients’ outcome” in my example with your specific outcome listed in box 13 across all 3 host program services.8

18. Next, we will develop your program familiarity in anticipation of building our operational research question. So let’s start expanding our knowledge of this specific program by first articulating its formal name.

19. Let’s now use a complete sentence to present the program’s address: “The ____ program is located at…… In Moorhead, Minnesota.” Remember we always want to provide complete sentences in our papers.

20. What is the program’s brief history: *tell a short story using your best technical voice.* To do this look at the reading materials you collected, and check the program’s web site for a specific history. Please be sure to let me know if you have any problems with this question since some program histories are sketchy at best.

21. Now we will study the program’s mission statements. First, define the theoretical concept “strategic statements” in your own words. Remember this from lecture and your notes? Since this is a theoretical definition there should be no mentioned of your program in this first part. Then, directly quote the program’s mission statement.9 Be sure to follow APA (6th ed.) referencing rules here when citing your reading materials, but since APA (6th ed.) doesn’t handle brochure text citations or reference list entries, I provide at the end of this README the required format (Item 19 on page 14) Finally, discern three values reflected in the mission statement and discuss how they guide program action.

   **Recommended content:**
   - Theoretically defines mission statements and explains their purpose in human service programming;
   - Presents the actual host program’s mission statement with APA (6th ed.) in-text citation;
   - Adequately analyzes values implicit and/or explicit in the program’s mission statement; and
   - Adequately analyzes how three values listed/implied in the mission statement guide program work.

22. As mentioned, human service agencies provide several/many different human/social work services to eligible clients, but you only listed three above. List these here again, only now include the many other services the program provides. We call this the “service mix.”

   **Recommended content:**
   - Adequately defines the concept “service mix;”
   - Adequately discusses the service mix of the host program in narrative format with complete sentences.

23. In addition to the primary client, who else/what other systems are served? For example, Ginther’s Mentoring Services, Inc. may primarily help habitually truant teens at MHS, but when addressing teens we may secondarily assist their families, travel to social agencies to educate their employees on teen truancy, and we may even speak to city/county governments about truancy prevention policies and programs. So, in a way others/other entities are all “clients.” Here we will list all program clients served.

   **Recommended content:**
   - Adequately presents clients served and how they are assisted.

24. Now, discuss your program’s service area (a.k.a., “catchment area”). From where do clients come? If they come from Moorhead, Fargo, Cass/Clay counties, western Minnesota, for example, what are some relevant statistics?10

   **Recommended content:**

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8 NOTE: This will be our “dependent variable” when we study the scientific basis of our work in Unit 2/WA #2.
9 This is the only time you may use a direct quotation since in every instance I want to read and grade your technical writing.
10 Note: I am not seeking program data here; but general census or other data about the larger catchment community.
DOES NOT INCLUDE PROGRAM-SPECIFIC DATA;
- Adequately presents general “catchment area” statistics
  (e.g., Cass/Clay County, City of Moorhead, State of Minnesota)
  *(Hint: Federal/state data centers: Census data, crime statistics, Center for Disease Control and Prevention, DHHS, DHS?); and*
- Provides adequate in-text citations in strict APA (6th ed.) format;

25. Finally, build your operational program outcome evaluation research question from responses in Questions 16-24. Can you see how we moved from a simple conceptual question to a more elaborate operational formatted research question? Can you also see how this will shape your work from this point forward as we develop our research proposal?

**Recommended content:**
- Your response in this section of WA #1 must be worded exactly as it is on page 3 of WS #1B.

**WS #1C: Rope #2-The EBGSW Practice outcome monitoring Research Question**

26. In your own words, define/explain “practice outcome monitoring” (a.k.a., “practice evaluation,” “evaluating practice,” “problem monitoring,” “single subject designs”). As always, be thorough in your responses by including specific content; and please be sure to use your best technical writing skills to date and your finest professional voice.

**Recommended content:**
- Provides an adequate general theoretical narrative describing practice outcome monitoring;
- DOES NOT DIRECTLY MENTION HOST PROGRAM OR SOCIAL PROBLEM.; and
- Provides adequate in-text citations to Royse, ESW, Kirst-Ashman & Hull, and all other academic sources.

27. Remember that we begin the research question development process by articulating our short “conceptual” research question. Our goal is to move from the “conceptual” question format, to a more clearly articulated “operational” question format that provides more information about our research aims. As above, we first state the “conceptual” question (page 1); complete several tasks to expand our knowledge of our practice (page 2), and then build our final operational question (page 3). So to begin, please list the single service you are pretending to provide your caseload clients. To keep things simple, please select only one. Your selection might be among the program interventions you listed in question 11 above since you are part of the program team, or it may be another that is not listed in 11 above but nevertheless strategically related (i.e., consistent with the program mission/purpose). Henceforth, this will be referred to as your “focus practice intervention.”

28. Please list here the single client outcome you will help clients achieve. This might be the same outcome listed in question 12 above since your work is strategically related to that of your program; or it may be another that is still strategically related. That is, your specific client outcome may be part of some larger, more global program client outcome. For example, your program may help clients become employed; but your part of this larger program purpose is to provide individual job skills training sessions (your intervention) to help clients attain “actual skills” needed for employment. Thus, “skills development” is your “caseload client outcome,” which is also a strategically necessary part of a more global program purpose of program client employment.

29. Here we study our caseload client intervention. Use the program’s literature you already gathered; research the intervention on the web; consult the ESW, practice articles, and book chapters from other class readings; or use other reliable (academic) sources to help you. To be sure, you must be an active learner to be a successful professional so show initiative! Be thorough and use complete sentences in preparation for our WA #1.

**Recommended content:**
- Details what you will provide (as listed in Question 27 above but with more detail);
- Details when it is typically provided (i.e., specific hours of operation);
- Details where service delivery occurs (i.e., your office, in the client’s home, etc.); and
- Includes the author’s identifying information (pretend you have an LSW in MN or ND, your choice).
30. Now, sit back, put your feet up, pop open a soda or some sparkling water, and look again at your program materials and think: *Who are the clients I hypothetically serve?* Who are they typically? Be creative yet reflective of the program’s actual client population. You are strongly urged to also read in the *ESW* about your social problem, and explore who typically experiences the problem you are addressing. Then, do a **hypothetical client monitoring** of the “typical client.” What economic problems do they typically have? Remember that socioeconomic status (i.e., “lower class”) is not an *economic problem*, but “being chronically unemployed” or “underemployed” are since these “statuses” likely lead to other consequences. Are they rich? Poor? Educated, or not so much? What is their social system like? Are they alone? Do they have family? Do they contact their family? Do they have friends? Work buddies? Sports buddies? Editing buddies? No buddy? Do they have social supports? Any psychological issues? Any formal DSM diagnoses? Depressed and/or anxious but not formally diagnosed? Are the combative? Hostile? Aggressive? And what is their physical status? Are they mobile? Bedridden? Homebound? Any physical ailments? Broken bones? Fractures or other physical issues? Fine or gross motor issues? Weight? Blood pressure? There are lots of things that one might potentially list here, but just remember that these must pertain to the “typical” client among those in your caseload.

**Recommended content:**
- Adequately presents *economic assessment* data describing the typical client;
- Adequately presents *social assessment* data describing the typical client;
- Adequately presents *psychological assessment* data describing the typical client;
- Adequately presents *physical assessment* data describing the typical client;
- Adequately presents *primary client problem* of typical caseload clients; and
- Adequately presents *secondary client problem(s)* of typical caseload clients.

31. At this stage, think about how you hope your caseload clients will benefit from your intervention. How will they grow/change/develop because of your work together? What is your treatment goal and how does it reflect client issues listed in Question 26 above?

**Recommended content:**
- Adequately presents specific details/articulation of treatment aims; and
- Adequately presents clear integration with issues identified in Question 26.

32. Now, this final step is relatively easy: just take all the above information and build your operational practice outcome monitoring research question pulling information from questions 27-31 above. Summarize these materials so it all fits into the space allowed in WA #1.

**Recommended content:**
- Your response in this section of WA #1 must be worded exactly as it is on page 3 of WS #1C.

33. Given the above, your new knowledge of social work research ethics, and considering your studies in social work, what are some ethical issues (e.g., confidentiality, self-determination, etc.) you believe are relevant when evaluating your host program and practice?

34. Do the same for “diversity issues.”

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**WS #1D: Background Evidence & Summary Practice Implications**

This final Module #1 WS builds the last two sections of our first writing assignment. Here you will explain how you would use the *Social Work Abstracts (SWA)* research report you just studied to inform your EBGSWP. This exercise will develop your ability to critically integrate one research study into your licensed practice. To prepare you will complete WS #1D practice implication-RARF for the research report you identified in the SWAs (see Table 2 below). You will not formally submit this form for a grade, but rather use it as the basis for your background paragraph in your final WA #1. Here you will also identify micro and macro practice recommendations:

- Micro practice suggestions that inform your particular caseload intervention; and
- Macro administrative suggestions that inform your host program’s service delivery.
Table 2
Steps in preparing the Background Evidence & Summary Practice Implications section of WA #1

<table>
<thead>
<tr>
<th>Step #1</th>
<th>Step #2</th>
<th>Step #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Article</td>
<td>WS #1D-RARF</td>
<td>WA #1</td>
</tr>
</tbody>
</table>

**Step #1:** Please locate in the SWA, then carefully study one research article that pertain to your caseload clients, mock intervention, social problem, etc. **REMEMBER:** This must be a research article; and must be from the Social Work Abstracts! To ensure your article is a research reports from the SWA:

- I must sign it *before* you proceed to RARF.

**Step #2:** The next task is to complete for this article its WS #1D-RARF located in Module 1.11 While RARF items 1-3 pertain to assignment requirements and information needed for APA (6th ed.) formatting, Questions 4-20 will guide your actual analysis of the article and formulation of how to apply its results to your mock practice. **MY ADVICE: DO NOT SKIP THIS STEP!** By skipping this step you will likely miss important item-specific information, and all RARF information is required in the WA #1.

**Step #3:** Once completed, the next task is to narrate your RARF into a single, stand-alone paragraph on a single page. This research article review narration will be inserted into the background section of your WA #1. Yes, this will be a long paragraph, but I ask for a single page partly because I want you to practice technical writing/editing by condensing your analysis down to one page (i.e., how much detail should I include? What can I exclude? And how do I wordsmith content down for brevity).

**The WS #1D - RARF**

- **NOTE:** 1: Since research is at the heart of professional evidence-based social work, our goal is to competently analyze and apply research results to our practice. So the article you will review must be research report. And since we have studied parts of a research report in class, you should now be quite able to discern a research report from other types of published articles (i.e., practice reviews; research reviews, policy pieces, etc.).

- **NOTE:** 2: Because the SWA is one of our profession’s main sources for published research, I must ensure that you leave our class with the skills necessary to search the SWA for relevant social work research, so the research article you review must come from the SWA-no exceptions. The SWA is available online, and you can access it using our class web page bridge Library Search Link located at the top.12

- **NOTE:** 3: Years ago when I completed actual literature reviews in my research practice *(and yes we had light bulbs back then, no candles were needed-that was back when Lincoln did literature reviews for his degree)*, I had to go to particular paper issues of the actual Journal to search its Table of Contents to see what was published in my area of interest. You can imagine the amount of work involved in reviewing 12 journal issues for a given year, then going back, say, 10 years through multiple journal volumes; it amounted to examining the Tables of Contents for 120 issues of just one journal. Wow! Nowadays, the SWA staff does this for us as they continuously scour the social work literature and neatly organize all that research into one central place organized by author, key words, etc. And today they even place their work in an electronically accessible EBSCO data base. So now all we need do is search the electronic SWA for an actual academic journal article. So hats off for the SWA. Once we identify our article we need to list relevant identifying information for APA (6th ed.) referencing.

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11 The RARFs are not formally graded. The RARFs are discussed more in-depth below.
12 Be mindful of the limited number of students who can access the SWA at a given time. The Library is licensed to accommodate a specific number of students at any given time so plan accordingly. Peak hours seem to be during the day; lower access rates occur during evening hours, and light access rates occur during late night and early morning hours.
4. Every research project is conducted in some location so list that place here using a complete sentence.

5. From your careful read of the article, what is the main social problem did the researcher(s) study?

6. Now, let’s use your evolving critical thinking skills and knowledge of research questions to discern what actual research question you believe the author(s) sought to answer. Use complete sentences.

7. I know we will not formally study “theory” until Unit 2, but you have completed SW330 (HBSE) and consequently should be quite able to identify the authors’ theoretical orientation in their work. If not, let’s visit.

8. Similarly, I know we have not yet formally studied “hypothesis,” but do the authors discuss their formal hypotheses tested? Can you figure out what they are from your reading of their report?

9. Now then, this question asks you to discuss the process researchers used to assemble the study group for their project. Simply, how did they put together their study group (e.g., they “recruited kids from four schools,” they “randomly selected respondents from the YMCA,” Etc.). How did they recruit people? From where did folks come? Though at this point we just discuss “procedures,” your presentation here will provide context for our more in-depth study later of Royse’s chapter on sampling theory wherein we learn the various names and specific processes that pertain to each sampling strategy (e.g., “simple random,” “systematic random,” “purposive,” “quota,” “scientific,” “non-scientific,” etc.). Please also take a look at WS #3B – The Sample, which we will complete later.

10. Similarly, in this question please discuss the procedures researchers used to study their sample. What strategy did they take in the study (e.g., used a qualitative or quantitative research)? How did they set up the study (e.g., “divided folks into groups,” “gathered data before and after treatment,” etc.)? How did they collect their data from respondents/subjects (e.g., “administered a survey to kids,” “interviewed each parent separately,” “observed clients in action and rated their performance,” etc.)? Like sampling processes, we will also study designs more in-depth later, but meanwhile look ahead at Royse’s chapters on the various design strategies and take note of their specific names and procedures (e.g., “survey,” “single systems,” “experimental,” “group comparison,” etc.). Please also take a look at WS #3C – The Design, which we will complete later.

11. Now then, thinking back to your statistics class (e.g., SOC 350), describe the actual analyses conducted as best as you can in your own words.

12. What are key results that the author identifies?

13. Do they, or can you identify a key study strength?

14. Do they, or can you identify another key study strength?

15. Do they, or can you identify a key study weakness?

16. Do they, or can you identify another key study weakness?

17. Now then, we are ready to critically think about how this research will help improve our practice decisions in our mock social work setting. Considering the authors’ findings, how can you use this information to improve your own practice with caseload clients? Does it suggest some best practice? Does it suggest things to do? Or, does it suggest things to definitely avoid? Specifically, as a licensed professional, you will be reading lots of literature (research and otherwise) to help you become a more informed service provider. Indeed, can you imagine going in/paying for open heart surgery, but your thoracic surgeon hasn’t read an issue of “JAMA” (“Journal of the American Medical Association”) in over 25 years? Or, imagine visiting/paying an attorney who hasn’t read an issue of the National Law Journal since 1962? Or envision seeking/paying an accountant who hasn’t read a copy of the tax code since 1972? You get the picture? Although we reviewed only one article, licensed practitioners read many research reports over time to inform their program/practice. Indeed, this is the basis for evidence-
based practice—right? So the goal of WA #1D is to “summarize” separate research findings. To do this, please think critically about what you have read in the article, and develop micro and macro practice recommendations for WS #1D.

18. Similarly, pretending that you are your program’s administrator, what might/should you do to strengthen your program? How would you change your programming? Does it suggest things that programs should/must do? Or, does it suggest things that programs should avoid? And, do the same as you pretend to be the program administrator at your mock practice site.

19. As for the ethics analysis, what are some issues either the authors raise or you think must be considered in this context? To assist here refer to the NASW Code of Ethics! That is, provide a quality discussion of the ethical issues that arose/might arise.

20. And similarly, what are some diversity issues? Again, be sure to ANALYZE via a quality discussion of the many diversity issues that arose/might arise.

**MODULE #1 CHECK: What is your purpose?**

This ungraded task helps me ensure that you are on track. Within the first few weeks I will ask you to complete this document so we can meet to review your thinking about your dual purposes (i.e., ROPE #1 & ROPE #2), and make any necessary corrections. And making corrections now will be crucial before we move on into Modules #2 & #3. To complete this 1-page document please take the following steps:

- **ROPE #1:** This pertains to our program evaluation research question and WS #1B. First, list the program in which you are pretending to practice this term under ROPE #1. Then list the three program services and overall program client outcome (Y) did you list in WS #1B. *(NOTE: Be sure to list the service you are pretending to provide in the first (X1) bubble because we will also list this on in the next step.)*

- **ROPE #2:** This pertains to our practice outcome monitoring research question and WS #1C. First, list yourself as the program’s mock evidenced-based social worker under ROPE #2. Then, place the X1 service from ROPE #1 in the X1 bubble in ROPE #2. *(Remember that the service you are pretending to provide in this host program must be one of the three listed in ROPE #1.) Finally, list the more specific caseload client outcome (Y) on which you and your caseload clients are focused.

By completing this relatively simple task, I can ensure that you understand the essence of our dual research purposes before we begin developing your study’s theory, hypotheses, and study design!
Composing WA #1...

WA #1 – The Proposal’s Introduction

All SW400 writing assignments (WA) build on fundamental Liberal Studies writing and other competencies, as well as the above WS #1 to develop your use of social research methods to: (1) evaluate your host program; (2) monitor your program-based licensed generalist SW practice; and (3) conduct other social work research as required by your future employer.

As the first step in building this first WA, you have just completed the facilitative worksheets WS #1A-D and supportive assignments. These tasks helped you introduce your proposed research to the reader and explore past research on your proposal topic. Further, they helped you develop 2 formal research questions in your host program context

- Rope 1: symbolizes the program outcome evaluation research purpose; and
- Rope 2: symbolizes the practice evaluation research purpose.¹³

As you compose WA #1, please remember your research’s dual purpose as you will need to explain each briefly at the very beginning of WA #1 and WA #2. This will help you stay focused on your research tasks throughout the semester; and reorient me to your specific project each time I read your drafts.

Having completed WS #1A-D, you may begin writing the “WA #1” (< 230 points). As you develop WA #1, please follow our WA #1 Outline very carefully. In fact, mimic what you think it would be like writing of an actual technical document in your licensed practice (e.g., client history, case note, case record summary, administrative report, report to your Board of Directors, a court report, a grant). In these instances your success and professional reputation depend on producing a quality document. As you will see, WA #1 requires you to analyze, synthesize, and evaluate course content presented thus far. It further requires that you locate, read, analyze, evaluate, synthesize, integrate, and cite appropriately and ethically primary/secondary literary sources. In developing WA #1 you must follow our discipline’s writing conventions and processes such as original invention, organization, drafting, revising, and editing. And please remember that each of our papers must be in APA (6th ed.) format (see the Owl at Purdue link on our class web page). You must use correct grammar and mechanics, and attend to paper focus, organization, development, clarity, and voice. We will do this routine 2 times this semester (WA #2 & WA Final). Of course I am always available for informal consultation. Please pace yourself so you remain current in your workload; and before you know it, you will have written three professional-quality technical paper drafts which, when combined, will become a (and most likely your first) major research proposal.

Instructional notes for WA #1 Outline:

Core Paper

1. WA #1 is entitled "The Proposal’s Introduction." Please use the headings and subheadings in exactly the order and format presented in the outline (e.g., bold, italics, & left justified). I require this because section ordering reflects a larger methodical thought process that organizes your thinking, and by extension your paper. To be sure, in each assignment I have created a study logic that facilitates deeper learning of social work research.

¹³ Please recall that we used “dual ropes” as a teaching analogy, and introduced “Master Social Worker” who demonstrated our project’s “dual purpose.”
Besides, most technical professional documents impose strict organization requirements so this is great practice. Also do not include an APA (6th ed.) title page since our WA #1-3 Final Cover Sheets will serve as your “title page” for all draft assignments.

2. **Note:** INCOMPLETE PAPERS WILL NOT BE REVIEWED AND WILL RECEIVE NO CREDIT.

3. This assignment must be 12 pages with sequential page numbers (1-12), excluding the reference list.

4. These core sections are taken exactly from WS #1; so all WS #1 topics must be included and expanded herein.

5. So I can grade your technical writing, this paper draft must be in narrative format (i.e., no bullets, lists, etc.).

6. Your “professional/technical writing” score reflects the extent of basic writing problems observed (syntax, diction, grammar, punctuation, spelling, organization, paragraph structure, flow, wordiness, voice).

7. Since I use symbols to communicate my edits to you about ways to strength your work, see our Edit Notation sheet located under Unit 1 of our class web page-Notes.

8. Since I will be grading many assignments, this and indeed all drafts must be printed in a single-sided format if it is to be graded. This facilitates page-turning thereby making my grading more efficient. And efficient grading means I can return graded assignments to you more quickly! Papers printed in two-page printing format will be returned to the author for reprinting before grading.

9. No direct quotations in any WA. I only want to grade your words. **(ONE EXCEPTION:** The Program Mission.)

10. Any evidence of Plagiarism = "F" for that assignment. Further, the student found to have plagiarized must automatically provide all past assignments for a second review to ensure they reflect original work. Failure to produce all past work will result in an “F” in the class or a rewriting of all prior work using a new topic.

11. Never end a page with just a heading/subheading at the bottom without text following that header. This suggests to the reader harried formatting with inadequate attention to detail in your technical piece.

12. Assignment cover sheets enable me to be fairly and consistently grade your work; and fairness and consistency becomes challenging given the sheer volume of work I must carefully read and grade. Therefore, all written work submitted for a grade MUST INCLUDE THE APPROPRIATE COVER SHEET (e.g., RARP, Consult drafts, and Final drafts). When they do not, the submission will not be read, but returned to the student for the correct cover.

13. No direct quotations in any WA. I only want to grade your words.

14. **DUE DATE:** See dates on our class notes page, and the Late Assignment Policy on our class web page.

Reference List

15. On a separate page, create your formal WA #1 "Reference List” (this will be the section title) that you will include at the end of this draft (see 17 below). For this first draft you will have only 6 references (see Item 18 below).

16. All references on this separate list will be in APA (6th ed.) format, alphabetical, and contiguous. My goal is to help improve your use of APA (6th ed.) conventions this term.

17. You must correctly and ethically integrate the following 6 academic/scholarly references into WA #1 using the APA (6th ed.) citation system (Owl at Purdue). These are the required in-text citations/reference list entries:
   
   a. #1: your program brochure/materials;
   b. #2: a cite from the Encyclopedia of Social Work (ESW);
   c. #3: a cite from Kirst-Ashman & Hall (2012) (your generalist practice text);
   d. #4: a cite from Royse;
   e. #5: First Research Report Review reference

18. Popular magazine articles, newspapers, or other non-academic sources can be cited in your work, but will not count among our required “academic/scholarly” references in item 17 above.

19. You are free to add other citations, but only academic/scholarly references (e.g., social work abstract research & practice articles, other encyclopedias, or web sites with ".gov”/ ".edu” address domains-see below).

20. Please include web sites with only ".edu” and ".gov” address domains. All others MUST BE PREAPPROVED to avoid point deduction. Of course the actual program web site is OK and does not require pre-approval.
21. Please do not cite class notes or this professor as such recognition is flattering but not necessary.

22. Because APA (6th ed.) is unclear how to cite brochures, please use this format.
   a. **In-text cite:**
      "Some of the best deals come from local travel agencies (LGC, 2012)."
   b. **Reference list entry format:**
      {Organization (acronym). (Current Year). Brochure title. City/State of publisher: Publisher’s name. }.