

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW N390N	Instructor:	<i>Cynthia Franklin</i> , PhD, LCSW-S, LMFT
Unique Number:	61605	E-mail & Number:	cfranklin@austin.utexas.edu UT: (512) 471-0533; Cell: (512) 413-1946
Semester:	Fall, 2022	Office:	3.130J
Class Meeting Times:	Tuesday, 1:00-4:00	Office Hours:	Tuesday 12:30-1:30 and by appointment
Classroom:	2.122	TA	Laura Dosanjh laurados@utexas.edu

THEORIES OF SOCIAL WORK: FROM CONCEPTUALIZATION TO APPLICATION

I. STANDARDIZED COURSE DESCRIPTION

This course covers the conceptualization, development, and application of social work theories and major theoretical paradigms. Philosophical, theoretical, and empirical underpinnings of different social work practice theories will be studied with an emphasis on understanding and critically analyzing the philosophical assumptions and scientific basis of various theories. Students will become familiar with the historical context of different theories covered and research on their effectiveness within social work. Major theories from diverse disciplines will also be covered. A selection of theories from different perspectives have been chosen based on the experience of the professor and their importance to the teaching of social work practice. Students will also be provided opportunities to learn about theories unique to their interest areas. Students will study select theories in-depth and in the process of their study will gain

knowledge in the broader philosophical, epistemological, and empirical methods that support theories within social work.

II. COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Critically analyze theories used in social work practice based on their philosophical and epistemological orientation.
2. Understand the moral and ethical premises inherent in different theories, including how various premises may relate to social justice and the values of the social work profession.
3. Understand the basics of theory construction, including how the context, person, and process may contribute to the development of theories.
4. Understand how theory is used in social work practice and research and be able to relate that knowledge to a research interest.
5. Critically analyze the scientific merit and the professional utility of different social work theories, including an analysis of studies on their efficacy and effectiveness.
6. Understand the heuristic value of social work theories and how practice-based knowledge contributes to a science for social work practice.

III. TEACHING METHODS

Learning materials, and resources will be on Canvas in Modules. **Each student must complete the required text readings and weekly on-line materials and readings, and other assignments in the Modules on Canvas and attend the class meetings with the professor.**

This course will also have a **periodic coaching lab with the TA** to help you to learn the skills needed for the scoping review assignment. Accordingly, students are expected to attend class sessions and coaching labs on a regular basis and be prepared to ask questions and engage in dialogue with the professor, TA, and student colleagues. This is an active learning course that is designed for self- and adult learning. It requires students to interact and be prepared to individually present information on readings and their prospective practice theories. This means that **students must complete weekly on-line lectures, readings, background research, and all Canvas assignments before the class discussions and be prepared to act as co-facilitators of the learning.** The class meetings will be a combination of going over what is being learned in Canvas modules and lectures. Guest faculty experts from UT and other universities are scheduled to discuss theories and to demonstrate how they use theories in their research.

Respect and professional behavior toward other students and the professor will be expected during class meetings and conversations.

Technology Tools for class and Teaching

Canvas Training <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Zoom Training <https://zoom.its.utexas.edu/>

Panopto Training <https://itlab.ischool.utexas.edu/services/tutorial/>

IV. **REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS**

Required Texts

Brekke, J. & Anastas, J. (2019). *Shaping the science of social work*. Oxford University Press.

Jaccard, J., & Jacoby, J. (2020). *Theory construction and model building skills* (2nd ed.). The Guilford Press.

Payne, M. & Reith-Hall, E. (Eds.). (2019). *The Routledge handbook of social work theory*. Routledge (Recommend e-book).

Important Resources (Study these resources to prepare for the Scoping Review Assignment).

Cochrane Risk of Bias Tool2

<https://sites.google.com/site/riskofbiastool/welcome/rob-2-0-tool/current-version-of-rob-2?authuser=0>

Background on Clinical Protocols and treatment manuals and RCT research

<https://videocast.nih.gov/summary.asp?Live=18823&bhcp=1>

Glossary of Important Terms

<https://casp-uk.net/glossary/>

PRISMA DIAGRAM Template

<https://guides.lib.unc.edu/prisma>

Scoping Reviews-What is a Scoping Review with Examples

<https://training.cochrane.org/resource/scoping-reviews-what-they-are-and-how-you-can-do-them>

Scoping Review PRISMA-SCR Criteria-Items to be included

https://prisma-statement.org/documents/PRISMA-ScR-Fillable-Checklist_11Sept2019.pdf

Quality Ratings for Systematic Reviews

<https://www.nihlibrary.nih.gov/services/systematic-review-service/tools-resources>

Rayyan

<https://www.youtube.com/watch?v=kNOGiDgO7W4>

UT Library Resources on Systematic Reviews

<https://guides.lib.utexas.edu/systematicreviews>

Other Evidence-based and Systematic Review Resources

Cochrane Handbook: <http://handbook.cochrane.org/v5.0.2/>

Campbell Collaboration (C2): The Campbell Collaboration Library and Database

Available: <http://www.campbellcollaboration.org/>

This is a key international source for social work and social welfare efficacy and effectiveness information. All research presented on the website has met rigorous methodological standards and are designed to provide researchers, policy makers, and practitioners with critical reviews of current research.

Prisma Statement

Available: <http://www.prisma-statement.org/>

Register Your Systematic Review, PROSPERO Register of Ongoing Systematic Reviews.

Available: <http://www.crd.york.ac.uk/PROSPERO>

Evidence-Based Practice Resources

Evidence-based Behavioral Practice Project (EBBP)

Available: <http://www.ebbp.org/>

This web site, located in the Department of Preventive Medicine at Northwestern University, provides a wide range of resources for training evidence-based behavioral practitioners including social workers. It offers trainings on systematic reviews. While focused on behavioral health (nonmedical, psychosocial health interventions), the EBP resources are generalizable to EBSWP. Publications, a bibliography, training video modules and a discussion forum are included on the website.

Ovid EBM

Available: www.ovid.com

Ovid provides access to a variety of EBP relevant resources including bibliographic databases (such as MEDLINE, EMBASE and CINAHL); more than 300 full text journals; and other clinical information products such as Evidence Based Medicine Reviews (EBMR) and some textbooks. EBMR contains material from Best Evidence and the Cochrane Database of Systematic Reviews. It combines Best Evidence and the Cochrane Database into a single, fully searchable database with links to both MEDLINE and Ovid full-text journals. This is a fee-based provider. Many universities and organizations have institutional subscriptions. Consult with your reference librarian for help using this valuable service.

Books and Journals for Further Learning

Boland, A., Cherry, M.G. & Dickson, R. (2014). *Doing a Systematic Review: A Student's Guide*. Thousand Oaks, CA. Sage Publications.

Cooper, H. (2017). *Research synthesis and meta-analysis* (5th ed.). Sage.

Heyvaert, M., Hannes, K., Onghena, P. (2017). *Using mixed methods research synthesis for literature reviews*. Sage.

Lambert, M. J. (2013). *Bergin and Garfield's handbook of psychotherapy and behavior change* (6th ed.). John Wiley & Sons Inc.

Imre, R. (1982). *Knowing and caring: Philosophical issues in social work*. University

- Press of America.
- Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed.). The University of Chicago Press.
- Mapp, S. C. (2020). *Human rights and social justice in a global perspective: An introduction to international social work* (3rd ed.). Oxford University Press.
- Prochaska, J. O. & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis* (9th ed.). Cengage Learning.
- Reamer, F. (1993). *The philosophical foundations of social work*. Columbia University Press.
- Shaw, I. (2016). *Social Work Science*. Columbia University Press.

Examples of Social Work Journals:

Children and Youth Services Review
Child Welfare
Families in Society
Health and Social Work
Journal of Evidence-Based Social Work
Journal of Social Service
Research
Journal of Social Work Education
Journal for the Society of Social Work Research
Journal of Teaching and Social Work
Research on Social Work Practice
Social Service Review
Social Work
Social Work Research

See a broader listing of Social Work Journals with Impact Factors:
http://www.uh.edu/socialwork/_docs/cwep/journalsImpactFactorsHIndex.pdf

Additional Readings

Additional readings are available on the Canvas in the Resources module.

The Resources and Rubrics Module on Canvas has many materials to help you.

V. COURSE POLICIES

Students are expected to attend class meetings to participate in an **interactive** framework between collegiate students and professor. To maximize learning **complete the on-line materials on Canvas including lectures, PowerPoints and assigned readings prior to class.**

Missing more than two unexcused absences will result in up to **10 points being deducted from the final grades in this class.** Students are to notify the professor if they are going to be absent. Students are also responsible for any material missed due to absences.

Students are expected to turn in all required assignments on the agreed upon due dates in the Syllabus and on the Canvas. Assignments turned in after the due date will be considered late. If accepted, late assignments will be penalized at the rate of **5 points each day it is late.** If the

due date is a problem, then the student should see the professor and negotiate another due date well in advance.

Students' feedback is welcomed. Students are also encouraged to provide feedback during office hours, by Zoom appointments, phone, and e-mail.

If students are concerned about their class performance, the professor is more than willing to work with the student to help them improve their course grades prior to the end of the semester..

Writing Help:

Writing consultant is available through the DiNitto Center

<https://socialwork.utexas.edu/dccs/students-and-alumni/writing-consultations/>

Further help with writing is available on the UT campus at the Perry-Castañeda Library.

Schedule a consultation. <http://uwc.utexas.edu/>

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in

disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may

present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Course Grade

The final course grade is based on the following assignments:

Assignment 1: Social Work Theory Presentation (30%)

Date Due: Students are responsible for the class lecture and learning materials on the specific theory they are assigned. On Tuesday by 1:00 p.m. one week ahead of the assigned theory coverage students are to make sure their Power Point lecture video practice example and references are turned in and can be posted on Canvas. The setup of timeline will allow your fellow classmates to have a week to study your PowerPoint and materials before you lead the class lecture and discussion. All materials due on Canvas. Please consult the course schedule for your due date.

Theories to Present and Dates Due (Professor will assign theories to each individual. Complete Theory in Social Work Exercise before the first class.)

Theories Covered in the Class

Critical Race and Intersectionality

Ecological and Family systems theories,

Solution-focused brief therapy

Narrative Theory and Practice

Cognitive and behavioral therapies

Trans Theoretical Model or Common Factors (Can focus on MI or literature on common factors.

Assignment 2: Overview table for each theory (10%)

Assignment 3: Final Scoping Literature Review Paper (30%)

Assignment 4: Draft Sections for Scoping Literature Review Paper (20%)

Assignment 5: Coaching Lab Attendance (5%)

Assignment 6: Weekly Reading Logs (5%)

Grade deductions and penalties

Up to **10 points** for lack of class attendance and participation. **Five points** for each day for late assignments. The professor will determine and deduct at the final grade.

Grading Rubrics: See Grading Rubrics for assignments and in the Appendix and on Canvas in Resources and Rubrics.

See course requirements below for detailed guidelines and descriptions of the assignments and purposes.

VII. COURSE REQUIREMENTS

Graded Assignments

1. Assignment One: Social Work Practice Theory Presentation (30%)

Develop a **20-30 minute lecture** a social work theory that we are studying in the class. Create a **PowerPoint** for the presentation (see guidelines below).

- **Find one video example demonstrating how an intervention from the theory is practiced that you can obtain in the public domain. (There are many videos of the developers and practitioners on the Internet).**
- **Include a reference list of research on the practice effectiveness of the theory/intervention that goes beyond what is already on the reading list for the class. (e.g.10-12 key articles).**

All materials should be instructional for others to learn about the theory. **Be prepared to lead a lecture, class exercise, and discussion for 45-60 minutes and answer questions about your lecture in the class discussion.**

Purpose

This assignment will lay the foundation for knowledge and skills that you will need in later courses in pedagogy and your comprehensive exam. It provides students with an opportunity to study in depth a theory that is frequently used in social work practice and to learn how to teach about that theory. It increases students' knowledge of what research is needed to strengthen different social work theories and practice interventions. The assignment also provides an opportunity to practice different types of teaching methods that may be used in social work education.

Summary of What is Due for Assignment One, Theory Presentation

- a. Class lecture (30 -40 minutes)
- b. PowerPoint
- c. Reference list of research that shows practice effectiveness of one or more interventions from the theory (e.g. efficacy studies)
- d. Video Example of social work intervention from the theory
- e. Overview table for your covered theory (that is being completed for all theories).
- f. Preparation to answer questions on your lecture in the class discussion (15-20 minutes).

Your **Power Point lecture, and video example of social work intervention from the theories reference list**, must be prepared and uploaded onto Canvas **one week prior to scheduled class meeting for the theory topic. This will give students colleagues time to review the material before your class presentation.**

Guidelines for What to Cover in the Theory Presentation.

- a. Who are the main contributors to this theory and why and how did they develop the theory?

- b. What disciplines and dominant discourses have created and supported the development of the theory?
- c. What epistemologies guide the theory?
- d. What ethics and values does the theory purport and how does that relate to social justice, equity and inclusion and the values of the social work profession? (e.g. How does the theory respond to SES, race, diversity, oppression, etc.).
- e. How is the theory being used in social work practice?
- f. What is the evidence for the effectiveness of social work practices that are supported by the theory? (e.g. Efficacy and effectiveness studies on intervention effectiveness with social work clients. What populations and problems does the interventions derived from theory work?).
- g. Limitations of theory for social work.

Follow above (a-g) guidelines closely in your presentation and be able to use your PowerPoint and video example as a quick reference guide to examine the important information about the theory.

2. Assignment 2: Theory Overview Table (10 points)

To be completed for each theory covered in the class.

- For all theories covered in this class a theory overview table will be **due at 1:00 pm on Tuesday the week of the class topic. See dates inside syllabus weekly schedule for topics. Keep in mind that this theory overview table is due for every theory covered including the one you are teaching in class.**

See the *Theory Overview Table* form in *Resources and Rubrics on Canvas* and in the *Appendix of the syllabus*.

3. Assignment 3: Scoping Literature Review with a Partner (30 points)

The total paper should not exceed 25 pages. The scoping review is a semester long assignment and is due to Canvas on December 5 by 5:00 p.m. The scoping literature review must **follow the APA 7th Edition format.** The APA manual has an outline for how to set up a systematic review paper. Buy the APA manual and **learn how to follow APA.** Follow the paper examples that are on Canvas in resources and rubrics. . If you need help with writing consult the DiNitto Center writing consultant. Read and make use of scoping review guidelines Scoping Review PRISMA-SCR Criteria-Items to be included

https://prisma-statement.org/documents/PRISMA-ScR-Fillable-Checklist_11Sept2019.pdf

Read Joanna Briggs' manual on Scoping Reviews:

<https://nursing.lsuhscc.edu/JBI/docs/>

Read the recommended text by Boland, A., Cherry, M.G. & Dickson, R. (2014).

Doing a Systematic Review: A Student's Guide. Sage Publications. See other guidelines for the paper below.

Purpose

Being able to complete scoping and systematic literature reviews are foundational skills needed for all kinds of research and research funding. You will also need these skills for your comprehensive exam, dissertation, and other courses. The scoping literature review is **a type of systematic literature review that allows for broader questions and an exploration of literature when not much is known about the literature.** This gives first-year PhD students an opportunity to increase your scholarship in a topic and to learn the skills needed to conduct literature reviews. You will learn a literature for a population and a problem area so that you can recognize the gaps in that literature and conceptualize ways to improve research in this area.

STEP-BY-STEP INSTRUCTIONS FOR SCOPING REVIEW

1. Define your topic of interest according to PICOS. Fill out PICOS criteria using worksheet in Rubrics and Resources.
2. Ask specific questions that can be answered with your literature review such as examining relationships, interventions, or constructs on a population. For example, previous students have completed scoping review papers on topics such as, Effectiveness of using neurofeedback on PTSD, Independent Living Programs used in education, Mental health interventions for addressing historical trauma, The effects of religiosity on bereavement of college students, and Expanding the relationship between body appreciation and health behaviors among women and adolescent girls.
3. Develop a specific set of inclusion and exclusion criteria for the investigation of the literature that includes clear definitions for what you want to examine.
4. Identify your key search strategy including terms and planned electronic data searches that you will use to initially search.
5. Meet with a librarian to improve and to learn how to do search terms and strategy. Review Library Resources Before your meeting with the librarian.
<https://guides.lib.utexas.edu/c.php?g=874610&p=6279738>
6. Using your planned search strategy, look for relevant articles that have been published. Screen abstracts and titles and eliminate irrelevant articles and duplicates:
 - a) Enter your search terms into the databases.
 - b) Email the search results to yourself as an RIS file. (if you are using PubMed as well, you may have to do steps 1 and 2 twice; once on EBSCO and once on PubMed)
 - c) Document how many articles you had in your primary search and the date you complete the search.
 - d) Send to Zotero to eliminate duplicates.
 - e) Document how many articles you have after de-duplication.
 - f) Send the de-duplicated file to Rayyan (export from Zotero as RIS).
 - g) Invite your co-author to collaborate on the Rayyan file.
 - h) Turn blinding ON!

- i) Each team member should screen all titles and abstracts
 - j) When you are both done the initial abstract screening (based on your inclusion and exclusion criteria), you can turn the blinding off and then discuss any discrepancies.
 - k) Resolve all discrepancies in Rayyan (it might be a good idea to take note of how many discrepancies you had)
 - l) Document how discrepancies were resolved (ie. through discussion?), or did you have an additional person decide?
 - m) Inter-rater agreement tools can be used for full meta-analysis, but not necessary for this class.
 - n) Now you are ready for full text screening. Document the number of articles left for full text review.
7. Screen full articles that remain after the abstracts and title review to see if they meet criteria so that you can identify a final selection of articles. Use your established inclusion and exclusion criteria.
- a) Every time you exclude an article at the full text review stage, document the reason (based on inclusion/exclusion criteria) in PRISMA. (These reasons can be grouped into categories)
 - b) Discuss and resolve any disagreements
 - c) Now you have your final sample. Document the number of articles that made it into your final sample.
8. Identify additional sources of information from current articles (e.g., references) and other sources (e.g. websites, reports, and other grey literature) that may not have been discovered in the original search.
9. Identify and interview one or two experts on your topic area and ask them about your topic and question and also see if they can identify any additional studies that you did not discover in your literature search.
10. Develop and use a data abstraction or code sheet to record information of interest from articles and keep track of articles and findings on Rayyan
<https://www.youtube.com/watch?v=kNOGiDgO7W4>
11. Read and code the final articles using your data abstraction tools.
- a) Develop an Excel sheet/database based on your codebook and enter each article into an excel sheet. Think of each article like a “participant” in your research.
 - b) Examine the articles in your sample. Use your codebook to help you enter the data (ie. constructs/variables) into the excel sheet.
 - c) Extract other results related to your research questions. Put these into the excel sheet.
 - d) Put your results into a table.
12. Document your complete search following the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) guidelines and document in a

diagram. You should make use of the PRISMA flow diagram, <http://prisma-statement.org/PRISMAStatement/FlowDiagram.aspx> [PRISMA-SCRhttps://knowledgetranslation.net/portfolios/the-prisma-scr-prisma-extension-for-scoping-reviews/](https://knowledgetranslation.net/portfolios/the-prisma-scr-prisma-extension-for-scoping-reviews/)

13. Get familiar with Risk of Bias or Quality Rating measures that could be used with future papers to assess study quality. You will not need this for the purposes of this class, but may be used in the future for meta-analysis or full reviews. See Quality Ratings for Systematic Reviews <https://www.nihlibrary.nih.gov/services/systematic-review-service/tools-resources>
14. Write an Introduction to your paper, laying out conceptually why this is an important topic and why the review is needed.
15. Write a Methods Section detailing all of your criteria, definitions, search procedures, and so forth.
16. Results: Write up the results of your review. Include and discuss the PRISMA table with findings in the Results Section.
17. Write a discussion section with critical analysis of what you have discovered how the results relate to the state of the field. Be specific in your formulations of what has been learned and what this means. For example, next steps for research and practice implications.

End with a brief Conclusion.

4. **Assignment 4: Coaching Lab Modules (5%)** Meet in six Coaching labs across the semester for approximately 30-45 minutes with the TA. (See schedule for labs within Course Schedule)

Purpose

Meetings with TA will help increase your skills for completing the scoping review.

Instructions for Coaching Labs and Scoping Literature Review Paper

The scoping literature review is to be a formal paper that is developed like a journal article. **Consult and follow the APA manual 7th Edition for how to write a systematic review journal article. This means using appropriate headings and APA format. See PRISMA criteria for Scoping Review.**

You must complete the scoping literature review paper with a partner (s). This will help you learn the systematic review methods within the confines and context of the course. The professor will place you in groups of 2 to 4 to carry out the assignment. Please **collaborate on a topic that will benefit each partner(s).** Begin by looking at a few key articles or reviews of your topic that can guide your interests and focus.

Coaching Lab Modules

Lab Topic and Date	Readings and Assignments	What Will be Covered
PICOS Criteria Worksheet Due by September 9th, 5pm	Read Joanna Briggs' manual on Scoping Reviews: https://nursing.lsuhsu.edu/JBI/docs/ReviewersManuals/Scoping-.pdf Read this document; http://www.prisma-statement.org/documents/PRISMA-ScR-Fillable-Checklist_11Sept2019.pdf	Overview of Scoping Review; Refine research question (ie. what gap in the literature can be filled by this research question)
Developing Methods: Inclusion and Exclusion Due by September 16th, 5pm	Read chapters 1- 5 of Doing a Systematic Review: A Student's Guide Tricco, A.C., Lillie, E., Zarin, W., O'Brien, K.K., Colquhoun, H., Levac, D., Moher, D., Peters, M.D., Horsley, T., Weeks, L., & Hempel, S. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. <i>Annals of Internal Medicine</i> , 169(7), 467-473.doi:10.7326/M18-0850. Peters, M. D. J., Godfrey, C. M., Khalil, H., McInerney, P., Parker, D., & Soares, C. B. (2015). Guidance for conducting systematic scoping reviews. <i>International Journal of Evidence-Based Healthcare</i> , 13(3), 141–146. https://doi.org/10.1097/XEB.00000000000000050	Continue refining research question, and develop inclusion and exclusion criteria
Search Terms and Collecting Literature	Meet with the SW librarian at least once, but likely twice by this date to help you with search terms. Sign up for Zotero at	Walk through using Zotero

Due by September 23rd, at 5pm	https://www.zotero.org/user/register Watch this video about de-duplication in Zotero https://youtu.be/08A8IdN7lbo Read chapters 6 & 7 of Doing a Systematic Review: A Student's Guide	
Codebook and Data Abstraction (Rayyan) Due by September 30th at 5pm	Sign up for Rayyan acct. at https://rayyan.qcri.org/welcome Watch this video about Rayyan: https://youtu.be/kNOGiDgO7W4 Read chapters 7 & 8 of Doing a Systematic Review: A Student's Guide	Walk through Rayyan and develop code book
Prisma Chart and Outcome Table of Studies Due by October 14th at 5pm	Download a Prisma chart template at: http://prisma-statement.org/prismastatement/flowdiagram.aspx	Review Prisma chart documentation process and outcome table
Analysis Due by November 4th at 5pm		Review components of analysis

5. **Assignment 5: Drafts Sections for Your Scoping Literature Review (20%).**

Formal drafts of your Scoping Review Paper must be prepared in increments and turned in on Canvas. The professor will give you a grade based on effort of the submission and the quality of the sections turned in. **All drafts must follow the APA format, 7th Edition. See detailed instructions above.**

Purpose

Drafts of the scoping literature review will allow you stay on task to complete this semester long assignment. You will receive feedback from your professor and TA which will help you learn how to write the review and improve the sections for your final paper. **Please visit the professor during office hours for additional coaching and help as needed.**

6. **Reading Logs (5) %:** Fill out a weekly Reading Log about one reading from the book or Canvas assigned readings. Select a reading that you got the most out of or had the most questions and reflections while reading. *Instead of one reading, you may discuss cross cutting ideas across two or more readings. Just cite the readings being used.*

See a form for a **Reading Log** in this syllabus at the back under **Appendix and on Rubrics and Resources on Canvas**.

Purpose

The purpose of the reading log is to help you to take a deep dive on a reading and to examine the readings in a more reflexive manner that identifies what you are learning.

VIII. COURSE SCHEDULE

(1) August 23rd: *Getting Started: What will I learn in this class?*

Readings: Syllabus, Canvas.

Pre-course preparation may be completed as needed.

View Videos for Technology tools needed in class.

Canvas Training <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Zoom Training <https://zoom.its.utexas.edu/>

Panopto Training <https://itlab.ischool.utexas.edu/services/tutorial/> (for future teaching)

Warm-Up-Just for Fun:

Select a Theory in Music Video: <https://www.youtube.com/watch?v=fWvfPhzXfZU&t=293s>

Assignments Due: (To be used in class discussion and group assignments)

- Topic Question Exercise on Canvas module **(due date, August 23^h)**
- Theory in Social Work Exercise on Canvas **(due date, August 23^h)**
- Sign-up for Coaching lab times **(in class and on email with TA)**
- Bring questions about the organization of the course and assignments.

(2) August 30th *Theory and Knowledge Construction in Social Work* (Guest Speaker on Zoom, Dr. James Jaccard, The Silver School, NYU)

Texts: Jaccard & Jacoby, Chapters 1-6,12; Payne & Reith-hall Chapters 1, 2, 7, 8 & 9; Brekke & Anastas, 7.

Watch a Video Lecture defining the differences between theory, model, method and approach
<https://www.youtube.com/watch?v=nE1rKczA2kk>

Read an Historical Article on How Social Work Constructs Theory

Wells, RI. (1984). The nature of knowledge in social work. *Social Work*, 29, 1, 41-45.

Assignments Due:

- Reading Log (Attached in Appendix in this syllabus and on Canvas)

- Decide on topic and discuss with professor

(3) September 6th: Epistemologies that Guide Theory and Research

Texts: Jaccard & Jacoby, Chapters 7, 8, 10, 11, & 15, Payne & Reith-Hall, Chapter 4, Brekke & Anastas, 1, 2, 3, 4 & 8

On Canvas: Read a debate about Theory in Social Work

Gomory, T. (2001). Critical rationalism (Gomory's blurry theory) or positivism (Thyer's theoretical myopia): Which is the prescription for social work research. *Journal of Social Work Education, 37*, 67-78.

Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education, 37*, 9-25

Thyer, B. A. (2001). Research on social work practice does not benefit from blurry theory: A response to Tomi Gomory. *Journal of Social Work Education, 37*, 51-66.

Assignments Due:

- Reading Log (Attached in Appendix in this syllabus and on Canvas)

Exercise:

- **Complete and score the Epistemic Belief Inventory.** (Exercise available in Appendix and on Canvas module for today)
- **Read the two articles below and take the poll. These two articles have underlying epistemological debates. Yes. No. Not sure?**

Laycock, J.P. (2017). Reply-Do we always practice what we preach? Real Vampires, fears of coming out of the coffin to social workers and helping professionals. *Critical Social Work, 17* (2), 83-89.

Williams, DJ., Prior, E.E. (2015). Do we always practice what we preach? Real Vampires, fears of coming out of the coffin to social workers and helping professionals. *Critical Social Work, 16* (1), 79-92.

Coaching Lab: Formulating Questions with PICOS. Fill out PICOS criteria using worksheet in Rubrics and Resources (Meeting must be completed by Friday, September 9 at 5:00 p.m.)

(4) September September 13th: Disciplinary and Theoretical Discourses that Guide Social Work (Guest Speaker, Dr. Diana DiNitto, (UT Austin))

Functional Theory and Task Centered

Dore, M. M. (1990). Functional theory: Its history and influence on contemporary social work practice. *Social Service Review*, 64, 358-374.

Rooney, R. H. (2010). Task-centered practice in the United States. In A. Fortune, P. McCallion, & K. Briar-Lawson, (Eds.), *Social work practice research for the 21st century* (pp. 183-193). Columbia University Press.

Videka, L. & Blackburn, J. (2010). The intellectual legacy of Bill Reid. In A. Fortune, P. McCallion, & K. Briar-Lawson, (Eds.), *Social work practice research for the 21st century* (pp. 195-202). Columbia University Press.

Text: Payne & Reithhall, Chapter 17

Strengths Perspective Text: Payne and Reith-hall, Chapter 18

Biomedical Text: Payne and Reithhall, Chapter 6

Critical Theory and Other Perspectives Text: Payne & Reith-hall, Chapter 10, 11 26

Assignments Due:

- Reading Log (Attached in Appendix in this syllabus and on Canvas)

Exercise:

- **Disciplinary Discourse** (Exercise on Syllabus and Canvas)

Coaching Lab: Developing Methods: Inclusion and Exclusion Criteria (Meeting must be completed by Friday, September 16 at 5:00 p.m.)

(5) September 20th: Important Frameworks Used in Social Work: Science of Social Work, Empirical Practice, and Grand Challenges
(Guest Speaker on Zoom, Dr. Bruce Thyer, Florida State University)

Texts: Payne & Reith-Hall, Chapters 3 & 26, Brekke & Anastas, 5, 6, 10 & 11, Jaccard & Jacoby, 13, 14

Lecture: Listen to Podcast on the Science of Social Work with Dr. Jeane Anastas and Dr. Cynthia Franklin <https://www.insocialwork.org/episode.asp?ep=198>

On Canvas Readings

Depanfilis, D. (2014). Back to the Future: Using social work research to improve social work practice. *Journal of Society for Social Work Research*, 5, 1-21.

Thyer, B. (2015). A bibliography of randomized controlled experiments in social work, 1949-2013. *Research on Social Work Practice*, v 25 (7). 753-793.

Thyer, B. *The potential harmful effects of theory. Human Behavior and the Social Environment.*

Assignments Due:

- **Critical Race and Social Work Practice (Powerpoint, video example of social work intervention from the theory, reference list)**
- Reading Log (Attached in Appendix in this syllabus and on Canvas)
- **Bring 2-3 questions for Dr. Thyer to the class to ask about his articles.**
- **Draft Scoping Review. Introduction and Questions Turn in on Canvas. 1:00 today.**

Coaching Lab: Search Terms and Collecting Literature (Meeting must be completed by Friday, September 23rd at 5:00 p.m.)

**(6) September 27th: Critical Race Theory, Post Colonialism, and Intersectionality
[Dr, Shetal Vohra Gupta, UT Austin]**

Texts: Payne & Reith-Hall, Chapters 29, 30, & 31

Video Lecture: Conversation on Anti-Racism and Critical Race Theory with Dean Martell Teasley and C Cynthia Franklin

Canvas articles:

Abrams, L. S., & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245-261.

Kiehne, E., (2016). Latino critical perspectives in social work. *Social Work, 6* (2), 119-126.

Tomicic, A., & Berardi, F. (2018). Between past and present: The Sociopsychological constructs of colonialism, Coloniality and Postcolonialism. *Integrative Psychological and Behavioral Science, 52*(1), 152-175.

Read Examples of Use of Critical Race Theory in Research and Education

Anastas, J. W. (2017). What's the story? Views of pregnant teens in qualitative research. *Affilia, Journal of Women and Social Work, 32* (2), 134-170.

Davis A. & Livingston, A. (2016). Sharing the stories of racism in doctoral education: The antiracism project. *Journal of Teaching and Social Work, 36* (2), 197-215

Assignments Due:

- Theory overview table (due at 1pm on Canvas)
- Reading Log (Attached in Appendix in this syllabus and on Canvas)
- **Draft Scoping Review: Methods-Inclusion and exclusion criteria and definitions of key terms-Turn in by 1:00 today.**

- **Ecological and family therapy (PowerPoint lecture, video example of social work intervention from the theory, and reference list)**

You should have met with a librarian by now and have key terms and a search strategy.

Coaching Lab: Codebook and Data Abstraction (Meeting must be completed by Friday, September 30 at 5:00 p.m.)

(7) October 4th: ^h: Ecological and Family Systems Theories [Guest Speaker, Dr. Mercedes Hernandez, UT Austin]

Texts: Payne & Reith-Hall Chapters 12, 15 & 32

Canvas Readings:

Allen-Meares, P., & Lane, B. (1987). Grounding social work practice in theory: Ecosystems.

Social Casework, 68 (November), 515–21.

Combs, G. (2019). White privilege: What's a family therapist to do? *Journal of Marital and Family Therapy*, 45(1), 61-75. doi:10.1111/jmft.12330

Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socio-culturally attuned family therapy. *Journal of Marital and Family Therapy*, 45(1), 47-60. doi:10.1111/jmft.12299

Seedall, R. B., Holtrop, K., & Parra-Cardona, J. R. (2014). Diversity, social justice, and intersectionality trends in C/MFT: A content analysis of family therapy journals, 2004–2011. *Journal of Marital and Family Therapy*, 40(2), 139-151. doi:10.1111/jmft.12015

Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43, 357-372.

Assignments Due:

- **SFBT (PowerPoint lecture, video example of social work intervention from the theory, reference list)**
- Theory overview table (due at 1pm on Canvas)
- Reading Log (Attached in Appendix in this syllabus and on Canvas)

Draft Scoping Review: Written Methods-Search strategies (include specific search terms to be used) and planned data searches for Scoping Review. Turn in on Canvas by 1:00 today.

-

Complete Poll: Read a debate about the use of Ecological Systems theory in social work. Take the Poll, do you agree with Wakefield? Yes or No?

Gitterman, A. (1996). Ecological perspective: Response to Professor Jerry Wakefield. *Social Service Review*, 70(3), 472-476.

Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 1. Is the perspective clinically useful? *Social Service Review*, 70, 1-32.

Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 2. Does the perspective save social work from incoherence? *Social Service Review*, 70, 183-213.

(8) October 11^h: Solution-focused Brief Therapy (Guest Speaker, Dr. Johnny Kim, University of Denver)

Texts: Payne & Reith-Hall Chapter 19

Podcast: Dr. Cynthia Franklin, Solution Focus in Schools Works: From Garza High School to World-wide Evidence

<https://www.sfontour.com/project/sfp-97-solution-focus-in-schools-works-from-garza-highschool-to-the-worldwide-evidence-with-cynthia-franklin/>

Canvas Readings:

Franklin, C., Bolton, K. & Guz, S. Gonzales, K.S. (2019). Solution-focused brief family therapy. In B. Fiese (Ed.), *APA handbook of contemporary family psychology*. Psychological Association.

Franklin, C., Zhang, A., Froerer, A., & Johnson, S. (2017). Solution focused brief therapy: A systematic review and meta - summary of process research. *Journal of marital and family therapy*, 43(1), 16-30.

Kim, J.S., Brook, J.A., Akin, B.A. (2016). Solution focused brief therapy with substance using individuals: A randomized controlled trial study. *Research on Social Work Practice*.

Kim, J., Jordan, S., Franklin, C., & Froerer, A.S. (2019). Is Solution-Focused Brief Therapy Evidence-Based? An Update 10 Years Later. *Families in Society: The Journal of Contemporary Social Services*, 100, 127 - 138.

Neipp, M., & Mark Beyebach, M. (2022). The global outcomes of solution-focused brief therapy: A Revision, *The American Journal of Family Therapy*, 1-18. <https://doi.org/10.1080/01926187.2022.2069175>

Practice Application of SFBT in an Alternative School Setting

Watch the on-line Video: Garza high school.

Assignments Due:

- Theory overview table (due at 1pm on Canvas)
- Reading Log (Attached in Appendix in this syllabus and on Canvas)

Coaching Lab: Prisma Chart and Outcome Tables due October 14 at 5:00 p.m.

Narrative (PowerPoint lecture, video example of social work intervention from the theory, reference list)

(9) October 18th: Narrative Therapy

Texts: Payne and Reithall, Chapters 21 & 23

Canvas Readings:

Combs, G. & Freedman, G. (2016). Narrative Therapy and Relational Understanding of Identity, *Family Process*, 55, 2, 211-224.

Combs, G. & Freedman, J. (2012) Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy. *The Counseling Psychologist* 40 (7) pp. 1033-1060.

Get to know the Person Behind the Social Construction Theory

Liechty, D. (2014). Review Piece: Thoughts on Reading Peter L. Berger's recent memoir. *Critical Social Work*, 15 (1). 121-131.

<https://ojs.uwindsor.ca/index.php/csw/article/download/5912/4924?inline=1>

Get to know the Founder of Narrative Therapy-Michael White

<https://dulwichcentre.com.au/michael-white-archive/?v=7516fd43adaa>

Assignments Due:

- ***CBT (PowerPoint lecture, video example of social work intervention from the theory, PowerPoint, reference list)***
- Theory overview table (due at 1pm on Canvas)
- Reading Log (Attached in Appendix in this syllabus and on Canvas)
- ***Draft Scoping Review Methods: Abstraction Narrative and Codebook due by 1:00 classtime***

(10) October 25th: Cognitive-Behavioral Theories

Texts: Payne & Reith-Hall, Chapters 16 & 22

Articles on Canvas:

Beck, A.T., Haigh, E.A.P. (2014). Advances in cognitive theory: The generic cognitive model. *Annual*

Review of Clinical Psychology, 10, 1-24.

Dobson K., & Beshai, S. (2013). The theory-practice gap in cognitive behavioral therapy: Reflections and a modest proposal to bridge the gap. *Behavior Therapy*, 44(4), 559-567.

Herbert, J. D., Gaudiano, B. A., & Forman, E. M. (2013). The importance of theory in cognitive behavior therapy: A perspective of contextual behavioral science, *Behavior Therapy*, 44(4), 580-591.

Read Pros and Cons of CBT in Social Work Practice:

Gonzales-Prendes, A. A., & Brisebois, K. (2012). Cognitive behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics*, 9, 2-27.

Thyer, B. A., & Myers, L. (2011). Behavioral and cognitive therapies, In J. R. Brandell (Ed.), *Practice in Clinical Social Work* (p.p. 21-40). Sage Publications.

Assignments Due:

- Theory overview table (due at 1pm on Canvas)
- Reading Log (Attached in Appendix in this syllabus and on Canvas)

Read a Debate about the Effectiveness of CBT and Answer the Poll:

Johnsen & Friberg, O. (2015). The effects of CBT as an anti-depressive treatment is failing: A meta analysis. *Psychological Bulletin*, 14 (4), 747-768.

Cristea, I. A. et. Al. (2017). The effects of CBT are not systematically failing. A revision of Johnsen & Friberg (2015). *Psychological Bulletin*, 143 (3), 326-340.

Poll: CBT is not as Effective as Believed, Yes, No, Not Sure?

(11) November 1st: Library Day to work on Scoping Review. Meet with Professor individually as needed in consultation.

Assignments Due: Draft of Scoping Review- Prisma Chart and Outcome Table of Studies.

Coaching Lab: Review of Components of Analysis due November 4th by 5:00 p.m.

(12) November 8th- Writing and Group meet Day (No Class).

Assignments Due: Transtheoretical Model and Common Factors (PowerPoint lecture, video example of social work intervention from the theory and reference list)

(13) November 15th: Transtheoretical Model and Common Factors [Guest Speaker, Dr. Kirk Von Sternberg, UT Austin]]

Texts: Payne & Reith-Hall, Chapter 20

Canvas Articles:

Cameron, M., & Keenan, E. K. (2010). The Common Factors Model: Implications for transtheoretical clinical social work practice. *Social Work, 55*, 63-73.

Wampold, B.E. (2015). How Important are Common Factors in Psychotherapy? An Update. *World Psychiatry, 14*, 270-277.

Assignments Due:

- Theory overview table (due at 1pm on Canvas)
- Reading Log (Attached in Appendix in this syllabus and on Canvas)
- **Draft Scoping Review-Data Analysis Your studies and narrative of preliminary results or summary of how you will analyze the studies.**

Read a Debate about Common Factors and Fill out the Poll:

Asnaani, A., & Foa, E. B. (2014). Expanding the lens of evidence-based practice in psychotherapy to include a common factors perspective: Comment on Laska, Gurman, and Wampold.

Psychotherapy, 51, 487- 490. <http://dx.doi.org/10.1037/a0036891>

Baker, T. B., & McFall, R. M. (2014). The promise of science-based training and application in psychological clinical science. *Psychotherapy, 51*, 482- 486.

<http://dx.doi.org/10.1037/a0036563>

Beutler, L. E. (2014). Welcome to the party, but...: A response to Laska, Gurman, and Wampold.

Psychotherapy, 51, 496 - 499. <https://doi.org/10.1037/a0036540>

Laska, K. M., Gurman, A. S., & Wampold, B. E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy, 51*, 467- 481.

<http://dx.doi.org/10.1037/a0034332>

Laska, K.M., Wampold, B.E. (2014). Ten things to remember about common factors. *Psychotherapy, 51* (4). N. 319-324.

Poll: Who makes the best case for or against common factors in their article?

1. Asnaani & Foa 2. Baker, & McFall 3. Beutler 4. Laska, Gurman, 5. Laska & Wampold.

(14) November 22nd: Fall Break

(15) November 30th: Last Class, Final questions and Consultations on Scoping Review and Evaluation

Assignments Due:

- **Final Scoping Review Paper Due by December 5th at 5:00 p.m**

List of Major Assignment Due Dates

Summary of Assignment Dates for Draft and Final Scoping Review Paper (Also see in Course Schedule)

Date	Assignment
August 23 rd	Be Assigned to Partner (s)
August 30 th ,	Turn in Topic
September 20	Turn in Draft paper introduction with Questions
October 4	Turn in Methods Section: Inclusion, and Exclusion Criteria and Definitions
October 4	Turn in Specific Search strategies, Key words and Data Bases Used <u>You should have met with a librarian and completed key search terms and be prepare to write this section.</u>
October 18	Turn in Draft Methods Abstraction and Codebook
November 1	Turn in draft of PRISMA CHART and table of studies
November 15	Turn in draft of data analysis or plan
December 5	Turn in Final Scoping Review Paper by 5:00 p.m.

<p>Class Weeks To complete Coaching Lab module</p>	<p>September 9 -Formulating Questions into PICOS criteria September 16-Developing Inclusion and Exclusion Criteria September 30 - Developing Search Terms and Collecting Literature</p> <p>October 14 - Developing a Codebook/Data Abstraction and Help with Rayyan October 28 - How to Develop a Table of Outcome Studies and Prisma Chart November 1 - Analysis Plan</p>
<p>One week before Coverage and lecture in class . Consult Course Schedule for topics <i>Critical Race and Intersectionality</i></p> <p><i>Ecological and Family systems theories,</i></p> <p><i>Solution-focused brief Therapy</i></p> <p><i>Narrative Theory and Practice</i></p> <p><i>Cognitive and behavioral therapies</i></p> <p><i>Trans Theoretical Model or Common Factors (Can focus on MI or literature on common factors</i></p>	<p>Theory Teaching Power Point, Video practice example, and references</p>
	<p>Theory Lecture and class Discussion</p>
<p>Consult Syllabus Course Schedule for your theory topic</p>	<p>Deliver lecture and lead class discussion on day of topic</p>
<p>Weekly</p>	<p>Theory Table when cover theories</p>
<p>Weekly</p>	<p>Reading Log</p>

Appendix (All materials in Canvas Module, Resources and Rubrics)

PhD Teaching Theories Presentation:

Presentation Grade=

Scored on 1-5. 5= Outstanding 4=Excellent 3=Good, 2=Fair and 1= Poor

Effective Presentation of Epistemological Philosophical, and theoretical origins		
Clear Communication of main Theoretical ideas and Constructs		
Clear Communication of research basis and Critiques		
Major Contributors and Current Applications to Social Work		
Well Prepared Presentation and Power Point		

20 points or higher gets A range score (The instructor will decide the final numerical score)

15-20 points gets a B range score (The instructor will decide the final numerical score)

10-14 points gets a C range score (The instructor will decide the final numerical score)

5-9 points gets something below C (The instructor will decide the final numerical score)

Systematic Review Scoping Literature Review Paper

Guidelines and Instructions for Scoping Literature Review Paper

- 1. You must complete the scoping literature review paper with a partner.** This will help you learn the systematic review methods within the confines and context of the course. Please **collaborate on a topic that will benefit each**

- partner (s). Begin by looking at a few key articles or reviews of your topic that can guide your interests.**
2. **Define your topic of interest according to PICOS. Fill out PICOS criteria using worksheet in Rubrics and Resources. Also, in the Appendix of this syllabus.**
 3. **Ask specific questions** that can be answered with your literature review such as examining relationships, interventions, or constructs on a topic. Students in the past, for example, have completed scoping review papers on, topics such as, *Effectiveness of using neurofeedback on PTSD, Independent Living Programs used in education, Mental health interventions for addressing historical trauma. The effects of religiosity on bereavement of college students, and expanding the relationship between body appreciation and health behaviors among women and adolescent girls.*
 4. **Develop a specific set of inclusion criteria** for the investigation of the literature that includes clear definitions for what you are wanting to examine. Follow the PICOS. Also, develop any clear exclusion considerations for articles and information that will not be reviewed.
 5. **Identify your key search strategy** including terms and planned electronic data searches that you will use to initially search.
 6. **Visit with a librarian** to improve and to learn how to do search terms and strategy. Review Library Resources Before your meeting with the librarian. <https://guides.lib.utexas.edu/c.php?g=874610&p=6279738> **Email for Librarian: elle.covington@austin.utexas.edu**
 7. **Using your planned search strategy, look for relevant articles** that have been published. You may need to limit years or perform a smaller scoping review to get started.
 8. **Screen abstracts and titles** and eliminate irrelevant articles and duplicates.
 9. **Screen selected articles to see if they meet criteria so that you can identify a final selection of articles.**
 10. **Identify additional sources of information** from current articles (e.g. references) and other sources (e.g. websites, reports and other grey literature) that may not have been discovered in the original search.
 11. **Identify and interview one or two experts on your topic area** and ask them about your topic and question and also see if they can identify any additional studies that you did not discover in your literature search.
 12. **Develop and use a data abstraction or code sheet** to record information of interest from articles and keep track of articles and findings on **Rayyan** <https://www.youtube.com/watch?v=kNOGiDgO7W4>
 13. **Read and code the final articles** using your data abstraction tools.
 14. **Document your complete search following the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) guidelines** and document in a diagram. You should make use of the PRISMA flow diagram, <http://prisma-statement.org/PRISMAStatement/FlowDiagram.aspx> PRISMA-SCR <https://knowledgetranslation.net/portfolios/the-prisma-scr-prisma-extension-for-scoping-reviews/>
 15. **Select one or more Risk of Bias or Quality Rating measures** that could be used with your paper to assess study quality. For the purposes of this class

include the tool as an appendix but you do not need to complete it. See Quality Ratings for Systematic Reviews

<https://www.nihlibrary.nih.gov/services/systematic-review-service/tools-resources>

16. **Write an Introduction to your paper** laying out conceptually why this is an important topic and why the review is needed.
17. **Write a Methods Section detailing all of your criteria, definitions, search procedures, and so forth.**
18. **Results:** Write up the results of your review. Include and discuss the PRISMA table with findings in the Results Section.
19. **Discussion Section** with critical analysis of what you have discovered and a final discussion about the questions and what you have learned. Be specific in your formulations of what has been learned and what this means. For example, next steps for research and practice implications in the discussion.
20. **End with a brief Conclusion**

Scoping Review Rubric

Name:

Scoping Review Paper	<i>4=Excellent Exemplary</i>	<i>3=Good Proficient</i>	<i>2=Fair Acceptable</i>	<i>1=Needs Improvement Unacceptable</i>	<i>Score</i>
<i>Introduction and Questions</i>	<i>Excellent Conceptualized Introduction and Rationales for the Review. Very specific and, includes Problem Intervention, Comparison, Outcomes (PICOS). Operationally defines each area as related to question and creates reasons for the review.</i>	<i>Good Conceptualized Introduction and Rationales for the Review. Provides reasonable explanations and PICOS but need more rationale and definitions</i>	<i>One or more missing elements of PICOS with missing definitions and arguments for why the literature review is important and needed.</i>	<i>Does not follow PICOS, vague explanations, rationales, and reasons for the review. Does not follow PICOS in questions.</i>	
<i>Methods: Inclusion/ Exclusion Criteria and Definition of terms</i>	<i>Fully summarizes inclusion and exclusion criteria and operationalization definitions</i>	<i>Summarizes inclusion and exclusion terms but elaboration and definition is needed</i>	<i>Includes inclusion and exclusion without explanations</i>	<i>Does not summarize inclusion and exclusion criteria or leaves these explanations vague or missing</i>	
<i>Methods: Search Terms and Strategy</i>	<i>Includes specific search terms and sources and reasons for their use. Full documentation search process</i>	<i>Includes specific search terms and sources but does not include reasons or enough documentation of search process</i>	<i>Search terms without thorough documentation of sources and search</i>	<i>Missing elements from search terms, sources, and documentation</i>	
<i>Results: PRISMA Documentation</i>	<i>Includes PRISMA Diagram documenting the results of search</i>	<i>Includes PRISMA Diagram but is incomplete in some way</i>	<i>Documentation of search is present but missing PRISMA diagram</i>	<i>No PRISMA or documentation of search exists</i>	

C. Franklin Ph.D. Theories 2021

<i>Results Analysis of Literature</i>	<i>Results section with tables showing studies that met criteria for search and thorough summaries and analysis of what is found</i>	<i>Results section with tables and analysis but summaries of the results are missing thorough analysis</i>	<i>Missing some of what is needed for presenting results for a systematic review such as tables and discussion of results</i>	<i>Missing tables and does not address results or addresses with vague interpretations</i>	
<i>Discussion and Conclusion</i>	<i>Provides complete summary and critique of the literature and implications for policy, social work education or practice</i>	<i>Provides complete summary but lacks implications for practice</i>	<i>Misses some summary or implications</i>	<i>Misses most of the literature summary, critique and implications. Or absence of this part</i>	
<i>Grading Rubric</i>	<i>A Range= 21-24 points</i>	<i>B Range= 16-20 points</i>	<i>C Range= 10-15 points</i>	<i>Below C= 9 points or below</i>	<i>Instructor will decide the final grade based on writing, documentation, and overall quality of your work</i>
<i>Final Paper Grade=</i>					

Theory Overview Table

Discourses and Disciplines	Epistemology	Values	Applications in Social Work	Strengths and Limitations	Research Effectiveness

PICOS Worksheet and Search Strategy

- 1. Define your question using PICOS** by identifying: Patient Population or Problem, Intervention (treatment/test), Comparison (group or treatment), Outcomes, and Setting.

Your question should be used to help establish your search strategy.

Patient/Problem _____

Intervention _____

Comparison _____

Outcome _____

Setting _____

Write out your question:

- 2. Type of question/problem: Highlight one:** Therapy/Prevention, Diagnosis, Etiology, Prognosis
- 3. Type of study (Publication Type) to include in the search: Check (x) all that apply:**

Meta-Analysis Systematic Review

Randomized Controlled Trial

Cohort Study

Control Study

Case series or Case Report

Animal Research

In Vitro/Lab Research

Editorials, Letters, Opinions

- 4. List main topics and alternate terms from your PICOS question that can be used for your search. List your inclusion criteria- gender, age, year of publication, language. List irrelevant terms that you may**

want to exclude in your search.

5. List where you plan to search, i.e., CINAHL, MEDLINE, PubMed, PsycINFO, Dissertations/Thesis.

Scoping Review Prisma Criteria¹

SECTION	ITEM	PRISMA-ScR CHECKLIST ITEM	REPORTED ON PAGE #
TITLE			
Title	1	Identify the report as a scoping review.	Click here to enter text.
ABSTRACT			
Structured summary	2	Provide a structured summary that includes (as applicable): background, objectives, eligibility criteria, sources of evidence, charting methods, results, and conclusions that relate to the review questions and objectives.	Click here to enter text.
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of what is already known. Explain why the review questions/objectives lend themselves to a scoping review approach.	Click here to enter text.
Objectives	4	Provide an explicit statement of the questions and objectives being addressed with reference to their key elements (e.g., population or participants, concepts, and context) or other relevant key elements used to conceptualize the review questions and/or objectives.	Click here to enter text.
METHODS			
Protocol and registration	5	Indicate whether a review protocol exists; state if and where it can be accessed (e.g., a Web address); and if available, provide registration information, including the registration number.	Click here to enter text.
Eligibility criteria	6	Specify characteristics of the sources of evidence used as eligibility criteria (e.g., years considered, language, and publication status), and provide a rationale.	Click here to enter text.
Information sources*	7	Describe all information sources in the search (e.g., databases with dates of coverage and contact with authors to identify additional sources), as well as the date the most recent search was executed.	Click here to enter text.
Search	8	Present the full electronic search strategy for at least 1 database, including any limits used, such that it could be repeated.	Click here to enter text.
Selection of sources of evidence†	9	State the process for selecting sources of evidence (i.e., screening and eligibility) included in the scoping review.	Click here to enter text.
Data charting process‡	10	Describe the methods of charting data from the included sources of evidence (e.g., calibrated forms or forms that have been tested by the team before their use, and whether data charting was done independently or in duplicate) and any processes for obtaining and confirming data from investigators.	Click here to enter text.
Data items	11	List and define all variables for which data were sought and any assumptions and simplifications made.	Click here to enter text.
Critical appraisal of individual sources of evidence§	12	If done, provide a rationale for conducting a critical appraisal of included sources of evidence; describe the methods used and how this information was used in any data synthesis (if appropriate).	Click here to enter text.
Synthesis of results	13	Describe the methods of handling and summarizing the data that were charted.	Click here to enter text.
RESULTS			

¹ From: Tricco AC, Lillie E, Zarin W, O'Brien KK, Colquhoun H, Levac D, et al. PRISMA Extension for Scoping Reviews (PRISMA ScR): Checklist and Explanation. *Ann Intern Med.* 2018;169:467–473. doi: [10.7326/M18-0850](https://doi.org/10.7326/M18-0850).

Selection of sources of evidence	14	Give numbers of sources of evidence screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally using a flow diagram.	Click here to enter text.
Characteristics of sources of evidence	15	For each source of evidence, present characteristics for which data were charted and provide the citations.	Click here to enter text.
Critical appraisal within sources of evidence	16	If done, present data on critical appraisal of included sources of evidence (see item 12).	Click here to enter text.
Results of individual sources of evidence	17	For each included source of evidence, present the relevant data that were charted that relate to the review questions and objectives.	Click here to enter text.
Synthesis of results	18	Summarize and/or present the charting results as they relate to the review questions and objectives.	Click here to enter text.
DISCUSSION			
Summary of evidence	19	Summarize the main results (including an overview of concepts, themes, and types of evidence available), link to the review questions and objectives, and consider the relevance to key groups.	Click here to enter text.
Limitations	20	Discuss the limitations of the scoping review process.	Click here to enter text.
Conclusions	21	Provide a general interpretation of the results with respect to the review questions and objectives, as well as potential implications and/or next steps.	Click here to enter text.
FUNDING			
Funding	22	Describe sources of funding for the included sources of evidence, as well as sources of funding for the scoping review. Describe the role of the funders of the scoping review.	Click here to enter text.

JB1 = Joanna Briggs Institute; PRISMA-ScR = Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews.

* Where *sources of evidence* (see second footnote) are compiled from, such as bibliographic databases, social media platforms, and Web sites.

† A more inclusive/heterogeneous term used to account for the different types of evidence or data sources (e.g., quantitative and/or qualitative research, expert opinion, and policy documents) that may be eligible in a scoping review as opposed to only studies. This is not to be confused with *information sources* (see first footnote).

‡ The frameworks by Arksey and O'Malley (6) and Levac and colleagues (7) and the JBI guidance (4, 5) refer to the process of data extraction in a scoping review as data charting.

§ The process of systematically examining research evidence to assess its validity, results, and relevance before using it to inform a decision. This term is used for items 12 and 19 instead of "risk of bias" (which is more applicable to systematic reviews of interventions) to include and acknowledge the various sources of evidence that may be used in a scoping review (e.g., quantitative and/or qualitative research, expert opinion, and policy document).

Reading Log

Purpose of Article

Summary of Key Points

What is Most Interesting to me about this Article?

What do I want to Discuss with the Class?

Exercise: Topic for Selecting Partners for Scoping Reviews

1. What is my favorite population and age groups to work?
2. What is my least favorite population and age groups to work?
3. In a few words what are my practice experiences?
4. What are some social work research topics that I am really familiar with already?
5. What are some topics that I have always intrigued me in social work research, but I never learned?
6. On a scale of 1-10, how much experience do you have with systematic literature reviews?
7. What are the best skills that you believe you could bring to the scoping review assignment?

Epistemic Belief Inventory (EBI)²

Instructions Rate your level of agreement with each statement using a scale from one to five. Please respond using whole numbers only.

- | Strongly disagree | | | | | Strongly agree |
|---------------------------------------------------------------------------------------------------------|---|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 | |
| 1) Truth means different things to different people. | | | | | |
| 2) Students who learn things quickly are the most successful. | | | | | |
| 3) People should always obey the law. | | | | | |
| 4) Some people will never be smart no matter how hard they work. | | | | | |
| 5) Parents should teach their children all there is to know about life. | | | | | |
| 6) Really smart students don't have to work as hard to do well in school. | | | | | |
| 7) If a person tries too hard to understand a problem, they will most likely end up being confused. | | | | | |
| 8) Too many theories just complicate things. | | | | | |
| 9) People can't do too much about how smart they are. | | | | | |
| 10) I like teachers who present several competing theories and let their students decide which is best. | | | | | |
| 11) If you don't learn something quickly, you won't ever learn it. | | | | | |
| 12) Some people just have a knack for learning and others don't. | | | | | |
| 13) Things are simpler than most professors would have you believe. | | | | | |
| 14) If two people are arguing about something, at least one of them must be wrong. | | | | | |
| 15) Children should not be allowed to question their parents' authority. | | | | | |
| 16) If you haven't understood a chapter the first time through, going back over it won't help. | | | | | |
| 17) Science is easy to understand because it contains so many facts. | | | | | |
| 18) People who question authority are troublemakers. | | | | | |
| 19) What is true today will be true tomorrow. | | | | | |
| 20) Smart people are born that way. | | | | | |
| 21) When someone in authority tells me what to do, I usually do it. | | | | | |
| 22) The more you know about a topic, the more there is to know. | | | | | |
| 23) Working on a problem with no quick solution is a waste of time | | | | | |
| 24) You can study something for years and still not really understand it. | | | | | |
| 25) Sometimes there are no right answers to life's big problems | | | | | |

² **Original survey items:**

Schraw, G., Bendixen, L., & Dunkle, M. (2004). Development and validation of the Epistemic Belief Inventory (EBI). In B.K. Hofer & P.R. Pintrich (Eds.) *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 261-275). New York: Routledge.

Items in this survey adapted from:

Wang, X., Zhang, Z., Zhang, X., & Hou, D. (2013). Validation of the Chinese version of the Epistemic Beliefs Inventory using confirmatory factor analysis. *International Education Studies*, 6(8), 98-111

Please sum your responses according to the following categories:

Category Code	Question Numbers	Total (max 25)
SK	8, 13, 17, 22, 24	
CK	1, 10, 14, 19, 25	
OA	3, 5, 15, 18, 21	
IA	4, 6, 9, 12, 20	
QL	2, 7, 11, 16, 23	

High scores in a given category code indicate a disposition towards having beliefs towards knowledge as described below.

Simple Knowledge (SK) ranges from knowledge as compartmentalized as isolated bits to knowledge as highly integrated and interwoven

Certain Knowledge (CK) measures knowledge as absolute to knowledge as constantly evolving

Innate Ability (IA) ranges from ability to learn as genetically predetermined to ability to learn as acquired through experience

Omniscient Authority (OA) ranges from the belief that knowledge as handed down by omniscient authority (high scores on survey items) to knowledge as reasoned out through objective and subjective means (low scores on survey items).

Quick Learning (QL) ranges from the belief in learning as quick or not-at-all to learning as a gradual process

Disciplinary Discourses Exercise

As a profession social work in transdisciplinary and uses many different disciplines and professions to construct knowledge, identify the professions that most shaped your discourse within social work?

- 1. Psychology**
- 2. Sociology**
- 3. Anthropology**
- 4. Political Science and Law**
- 5. Bio-Medical**
- 6. Human Rights, Critical Perspectives, and Culture Studies**
- 7. Philosophy and Humanities**
- 8. Other**

What professional knowledge have you been educated in the most?

What professional Knowledge do you agree with the most?

What professional knowledge and discourses do you want to learn and use in the future?

Thinking about the meaning of disciplinary and professional discourses from the readings.

Does Social Work have a unique professional discourse?

Yes or No

If Yes, what are some examples of the discourse?

If no, why not and how does social work construct and use knowledge?