USC Suzanne Dworak-Peck

School of Social Work

Social Work 635
Section #60448

Research and Evaluation for Social Work with Adults and Older Adults
(Research and Evaluation for Social Work in Adult Mental Health and Wellness)

3 Units

Spring 2018

Instructor:	R. Bong Vergara		
E-Mail:	rbvergar@usc.edu	**Course Day:**	Tues
Telephone:	714-914-0305	**Course Time:**	4:10pm
Office:	MRF 306	**Course Location:**	SOS-B41
Office Hours:	3-4pm, Tues		

I. COURSE PREREQUISITES

SOWK 546

II. CATALOGUE DESCRIPTION

Critical analysis and application of <u>health and mental health *research evidence*</u> to inform, enhance and strengthen social work practice with <u>adults and aging populations</u> with a focus on evaluating published research, identifying and interpreting available sources of data, appraising practical measures/ assessments and selecting appropriate evidence-based interventions.

III. COURSE DESCRIPTION

The United States is currently undergoing a changing demographic profile with the population becoming larger, older and more diverse. As practitioners, social work students will be faced with addressing and adapting their practice to the changing population profile as it relates to the overall health and well-being of populations ranging from emerging adulthood to aging clients. As such, students will need to have the knowledge and skills to draw upon and integrate diverse sources of research knowledge to inform everyday practice situations.

This course builds on the Science of Social Work course in the first semester of the MSW program. The course is designed to provide students with skills necessary to critically analyze and apply research evidence to inform, enhance and strengthen social work practice with adults and aging populations in health and mental health settings. Specifically, students will cultivate skills in 1) the systematic

assessment and critical evaluation of data from published empirical research; 2) the identification and analysis of administrative and large data sets; 3) the identification and utilization of research based practical assessments and 4) the development of evidence informed decision making for effective clinical practice.

During the course of the semester students will gain familiarity with the range of social work and social work related research in the field of health/mental health and gain an awareness and understanding of methodological and substantive issues in the conduct of research with regard to adult and aging populations. Overall, the course is designed to provide students with the skills necessary to apply knowledge derived from research to enhance their practice with diverse adult clientele in health and mental health settings.

Students should come to this class with a strong knowledge of basic concepts and methods of social work research and a firm understanding of the methodological issues that confront social work researchers. This will provide the foundation knowledge that will now be applied in critically analyzing, communicating and effectively transfer empirically based research into practice.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Support students in developing a clear sense as to how scientific research and practice are interdependent and serve as a basis for their own professional identity.
2	Provide instruction in basic research methods to improve analytical skills.
3	Promote students' ability to critically assess the quality and clinical utility of empirically based studies to inform practice.
4	Familiarize students with the utilization of publicly available administrative and large datasets so that students are able to access basic research evidence to inform practice-based questions and communicate these to diverse clients and constituencies.
5	Prepare students to engage in the process of evidence informed decision making for effective clinical practice including the identification and critical evaluation of assessments and of evidence based interventions. Emphasis will be placed on the centrality of considering context, diversity, and ethical and political considerations in how research evidence is developed.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Delivery of this course will be learner-centered and progressive; it will value student autonomy, build upon students' field and class experiences, and promote discovery and group interaction. Class time will be divided among lectures, class discussions, case studies/guest speakers, and small group activities. Students will be grouped based on similar areas of interest and/or service settings (e.g., welfare department, homeless service center). Group members will have shared responsibility for the completion of weekly group tasks; however, each student retains individual responsibility for completing his or her own assignments. Through task-centered, small group activities, students will gradually assume more independent responsibilities for learning, and the role of the instructor will shift toward that of consultant, facilitator, and resource person.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS):

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice *
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities *

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 2: Engage Diversity and Difference in Practice. Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.	Teach students how to critically assess the quality and clinical utility of empirically based studies to inform health and mental health practice with adults and aging populations.	2a. Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity.	Values	Units: 1-15 Assignments: 1, 2, 3, 4
	Facilitate the utilization of available scientific evidence and administrative large datasets to engage in the process of evidence informed decision making for effective clinical practice.	2b. Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework.	Exercise of judgment	

Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: Engage In Practice-informed Research and Research-informed Practice. Social workers practicing in health, behavioral health, and integrated care settings understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social workers use the evidence-based practice process in clinical assessment and intervention with clients. Social workers use research methodology to evaluate practice effectiveness and/or outcomes. They also understand the processes for translating research findings into effective practice and participate in the generation of new clinical knowledge through research and practice.	Teach students how to critically assess the quality and clinical utility of empirically based studies to inform health and mental health practice with adults and aging populations.	4a. Have the capacity to critically assess the range of information based on research for the development of evidence informed decision-making for effective clinical practice.	Critical Thinking	Units: 1-3 Assignments: 1, 2
	Facilitate the utilization of available scientific evidence and administrative large datasets to engage in the process of evidence informed decision making for effective clinical practice.	4b. Gather, translate and utilize existing research evidence to bridge the gap between research and practice.	Skills	Units: 4-15 Assignments: 2, 3, 4

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Evidence-Based Practice Problem	Unit 4	10%
Assignment 2: Appraisal and Critique of Available Evidence	Unit 8	30%
Assignment 3: Evidence-Informed Decision Making	Unit 11	25%
Assignment 4: EBP Project Summary Presentation	Units 13, 14 &/or 15	25%
Class Participation	Ongoing	10%

Each student will critically analyze and apply various types of data (administrative, public, empirical) in the development of three assignments related to effectively serving a client population in their field setting: 1) understanding client problems and service needs within an agency and community context; 2) identifying appropriate interventions for addressing problems within the agency setting and policy context that governs the provision of services; and 3) evaluating the effectiveness of interventions designed to meet the needs of adult and aging populations. The course will conclude with a fourth assignment that synthesizes and furthers the previous assignments in a final presentation. Brief descriptions of each assignment follow; specific guidelines will be distributed in class.

Assignment 1: Evidence-Based Practice Problem (10% of Course Grade)

Building upon what was learned in SOWK 546 or other basic research methods course, each student will need to formulate a health or mental health practice-based question that directly impacts an adult or aging population. The practice-based question should be related to an issue pertaining to effectively serving a client population in the field setting (if applicable). The question will be the basis for the remaining assignments in the class. Each student is expected to submit by week 4 a brief written document that includes the practice-based question, description of the targeted population(s) and a brief rationale for the selection of the problem. Students will be expected to briefly present their respective problems during an in-class presentation.

Due: Unit 4

This assignment relates to student learning outcomes 2 & 3.

Assignment 2: Appraisal and Critique of Available Evidence (30% of Course Grade)

Using the practice-based research question in Assignment 1, students will prepare a paper that demonstrates their ability to critically appraise and apply research evidence to an existing practice-based problem. Students will be asked to interpret and critically assess existing peer-reviewed research evidence (including systematic reviews, meta-analyses, and/or other empirical research) and discuss how this evidence corresponds to the existing gap in service needs for the selected population. Students will be expected to communicate findings in a written and graphic format that is understandable to diverse clients and constituencies. More details will be provided in a separate document.

Due: Unit 8

This assignment relates to student learning outcome 4.

Assignment 3: Evidence Informed Decision Making (25% of Course Grade)

Building upon the previous two assignments, students will prepare a brief paper that will demonstrate the student's ability to seek out the best quality and practical assessments and evidence based intervention

relevant to the practice-based question. Building upon the skills learned in class, students will identify a minimum of two empirically-supported assessments/screening tools specific to their target population. Students will describe specific considerations in the selection of the assessment/tool including description, expected outcomes, administration/scoring, validity/reliability, and related costs. Students will have to provide a rationale for the selection of the assessment(s) as they relate to the evidence found in assignment 2 (i.e. limitations with other measures as described in existing research, lack of adaptations to diverse populations, etc.). In addition, students will identify an evidence based intervention (EBI) that can be applied to their specific practice-based problem. Students will have to identify the EBI and targeted key characteristics, overview of the EBI including type of treatment category, primary outcomes, adaptations (if any), assessment of costs including issues of sustainability, perceived strengths and limitations, and the clinical utility as perceived by all of the evidence collected. More details will be provided in a separate document.

Due: Unit 11

This assignment relates to student learning outcome 4.

Please Note: All written assignments will be graded not only on content, but also on professional presentation, adherence to the guidelines, grammar, spelling, mechanics, and APA format.

Assignment 4: EBP Project Summary Presentation (25% of Course Grade)

Each student will prepare a PowerPoint presentation of the cumulative work conducted over the course of the semester. More details will be provided in a separate document.

Presentation Due: Units 13, 14 and/or 15 *(To be determined by instructor.)*

This assignment relates to student learning outcome 4.

Class Participation (10% of Course Grade)

Student participation is worth 10% of the overall course grade. Five percent will be determined based upon the student's critical summary of one research article from the class syllabus that will be presented during an in-class discussion during the respective class session. Students will select the reading at the beginning of the semester in collaboration with the course instructor. The other 5% will be based on the student's participation and engagement.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

This course requires one text not previously used in the graduate program. Additionally, to address the breadth of content covered in this course and promote integration of knowledge gained from courses completed during graduate school, this course recommends the use of texts that have been used in previous courses, and other resources, as identified below.

Required Textbooks

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.

Rubin, A. & Babbie, E. (2016). *Essential research methods for social work (4th ed.).* Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites

Agency for Healthcare Research and Quality: http://www.ahrq.gov/

American Evaluation Association: http://www.eval.org/

American Psychiatric Association Practice Guidelines: http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm

American Psychological Association: http://www.apa.org/

The Campbell Collaboration: http://www.campbellcollaboration.org/

Cochrane Collaboration: http://www.cochrane.org/

National Guideline Clearinghouse: http://www.guideline.gov/

National Institute of Mental Health: http://www.nimh.nih.gov/

Oxford Academic Group: Program Evaluation Resources http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa

Randall Information Center Research (Social Work Library): http://sowk.wordpress.com/

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
PART 1: INTRODUCTION TO THE FIELD OF HEALTH AND MENTAL HEALTH WITH ADULT POPULATIONS		
1	▪ Course Introduction ▪ Promoting Mental Health, Health and Well-Being among Adults and Aging Populations • Brief overview of concepts and emerging evidence	
2	▪ Introduction to Essential Social Work Research Methods • Scientific Inquiry • Conceptualization & Measurement • Sampling	
3	▪ Introduction to Essential Social Work Research Methods (Cont'd.) • Program Evaluation	
PART 2: KEY ISSUES IN APPLYING RESEARCH EVIDENCE IN SOCIAL WORK PRACTICE		
4	▪ Bridging the Gap: Practice and Research Domains in Social Work • Defining the Question	**ASSIGNMENT 1 DUE**
5	▪ Appraising the Quality of Evidence • Assessment and Critical Evaluation of Empirical Research	
6	▪ Locating Evidence for Practice • Identification and Analysis of Administrative and Large Data Sets	
7	▪ Using Evidence to Inform Assessments • Identification and Utilization of Commonly Used Assessments with Adult and Aging Populations	
8	▪ Using Evidence to Inform Decision-Making • The Process of Evidence Informed Decision Making for Effective Clinical Practice • Selecting Appropriate Evidence-Based Interventions	**ASSIGNMENT 2 DUE**
9	▪ The Realities of Using Research in Social Work Practice • Balancing Being an Evidenced Based Practitioner and Working in Organizational Structures	
PART 3: APPLYING RESEARCH EVIDENCE IN DIFFERENT SOCIAL WORK CONTEXTS		
10	▪ Working with People Who Experience Alcohol and Other Drugs Problems	
11	▪ Working with People with Health and Mental Health Problems	**ASSIGNMENT 3 DUE**
12	▪ Working with Older People	
13	▪ Working with People Who Have Disabilities	**Presentations**
14	▪ Class Presentations	**Presentations**
15	▪ Class Presentations	**Presentations**

Course Schedule—Detailed Description

Part 1: Introduction to Field of Health and Mental Health with Adult Populations

Unit 1:   Course Introduction

Topics
- Welcome and introductions
- Course overview
- Review of syllabus
- Brief overview of concepts and emerging evidence in mental health and health of adults & Aging Populations

This Unit relates to course objectives 1 and 2.

Required Readings

Herrman, H., Saxena, S., & Moodie, R. (2004). *Promoting mental health: Concepts, emerging evidence, practice: A report of the World Health Organization, Department of Mental Health and Substance Abuse in collaboration with the Victorian Health Promotion Foundation and the University of Melbourne*. Geneva: World Health Organization.
http://www.who.int/mental_health/evidence/en/promoting_mhh.pdf

Altarum Institute. (2012). Recommendations to promote health and well-being among aging populations: Prepared for Trust for America's Health.
http://healthyamericans.org/assets/files/Prevention%20Recommendations%20for%20Aging%20Populations2.pdf

Blackwell, D. L., Lucas, J. W., & Clarke, T. C. (2014). *Summary health statistics for U.S. Adults: National Health Interview Survey, 2012.* National Center for Health Statistics. Vital and health statistics. Series 10, Number 260.
https://www.cdc.gov/nchs/data/series/sr_10/sr10_260.pdf

Unit 2:   Introduction to Essential Social Work Research Methods

Topics
- Scientific Inquiry: purpose of research
- Conceptualization and Measurement
- Sampling
- Diversity-related considerations

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Rubin, A & Babbie, R (2016). *Essential research methods for social work (4th ed.).* Belmont, CA: Brooks/Cole. *Please review the following as needed:*
Chapter 1: Why study research?
Chapter 4: Factors influencing the research process
Chapter 7: Problem formulation
Chapter 8: Measurement in quantitative and qualitative inquiry
Chapter 11: Sampling: Quantitative and qualitative approaches

Suggested Readings

Kane, R. A. (2003). Definition, measurement, and correlates of quality of life in nursing homes: Toward a reasonable practice, research, and policy agenda. *The Gerontologist, 43*(suppl 2), 28-36.

Prince, S. A., Adamo, K. B., Hamel, M. E., Hardt, J., Gorber, S. C., & Tremblay, M. (2008). A comparison of direct versus self-report measures for assessing physical activity in adults: A systematic review. *International Journal of Behavioral Nutrition and Physical Activity, 5*(1), 56.

Ejiogu, N., Norbeck, J. H., Mason, M. A., Cromwell, B. C., Zonderman, A. B., & Evans, M. K. (2011). Recruitment and retention strategies for minority or poor clinical research participants: Lessons from the Healthy Aging in Neighborhoods of Diversity across the Life Span study. *The Gerontologist*, *51*(suppl. 1), S33-S45.

Unit 3:	Introduction to Essential Social Work Research Methods (Continued)

Topics
- 🟫 Program Evaluation

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Rubin, A & Babbie, R (2016). *Essential research methods for social work (4th ed.).* Belmont, CA: Brooks/Cole.
　　Chapter 14: Program Evaluation

Suggested Readings

W.K. Kellogg Foundation. (2017). The step-by-step guide to evaluation: How to become savvy evaluation consumers. Available at: https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook.

Part 2: Key Issues in Applying Research Evidence in Social Work Practice

Unit 4:	Bridging the Gap: Practice and Research Domains in Social Work

Topics
- 🟫 Applying research evidence in social work practice
- 🟫 Using research and evidence in social work practice
- 🟫 Origins of evidence based practice
- 🟫 Evidence based / informed practice
- 🟫 Diversity-related considerations

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
　　Chapter 1: Applying research evidence in social work practice: Seeing beyond paradigms

Rubin, A. (2014). Efforts to bridge the gap between research and practice in social work precedents and prospects: Keynote address at the Bridging the Gap Symposium. *Research on Social Work Practice*, 1049731514535852.

Suggested Readings

Chapin, R. K., Sellon, A., & Wendel-Hummell, C. (2015). Integrating education, research, and practice in gerontological social work: Lessons learned from the Reclaiming Joy Peer Support Program. *Gerontology & Geriatrics Education*, 36(3), 242-260.

Unit 5:   Appraising the Quality of Evidence

Topics

- Assessment and Critical Evaluation of Empirical Research: Systematic Reviews, Meta-Analysis, Empirical Findings
- Knowledge, Evidence and Research in Social Work
- Principles, Frameworks and Technique
- Case study application

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
Chapter 3: Appraising the quality of evidence

Suggested Readings

Pyrczak, F. (2013). *Evaluating research in academic journals. 4th Ed..* Glendale, CA: Pyrczak Publishing.

Rizzo, V. M. & Rowe, J. M. (2016). Cost effectiveness of social work services in aging: An updated systematic review*. Research on Social Work Practice*, *26*(6), 653-667. doi:10.1177/1049731514563578

Chi, I., Jordan-Marsh, M., Guo, M., Xie, B., & Bai, Z. (2013). Tai chi and reduction of depressive symptoms for older adults: A meta-analysis of randomized trials. *Geriatrics & Gerontology International*, *13*(1), 3-12.

Betz, C. L., Lobo, M. L., Nehring, W. M., & Bui, K. (2013). Voices not heard: A systematic review of adolescents' and emerging adults' perspectives of health care transition. *Nursing Outlook*, *61*(5), 311-336.

Unit 6:   Locating Evidence for Practice

Topics

- Systematic utilization of public data
- Identification and use of administrative and large datasets for secondary analysis
  - Administrative Record Data
  - Epidemiological Data
  - Population Survey Data
- Identification and utilization of published reports from public data

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
Chapter 2: Locating evidence for practice

Overview of public data on aging (Hands-on Lab):
- National Institute on Aging: www.nia.nih.gov

- NORC at the University of Chicago: www.norc.org
- Center for Disease Control and Prevention (Healthy Aging): www.cdc.gov/aging/
- National Center on Elder Abuse – Administration on Aging: www.ncea.aoa.gov
- National Health and Aging Trends Study: www.nhats.org
- Rand Corporation: www.rand.org

Unit 7:   Using Evidence to Inform Assessments

Topics

- Art and Science of Assessment
- Risk Assessment
- Research Based Assessments
- Use of Reliable and Measurable Evidence to Inform Practice
- Selected Practical Assessments for Adult and Aging Populations

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
Chapter 4: Using evidence to inform assessments

Overview of Public Websites:
SAMHSA-HRSA Center for Integrated Health Solutions (CIHS)
http://www.integration.samhsa.gov/clinical-practice/screening-tools

Center for Quality Assessment and Improvement in Mental health
http://www.cqaimh.org/quality.html

Suggested Readings

D'Angelo, E. J., & Augenstein, T. M. (2012). Developmentally informed evaluation of depression: Evidence-based instruments. *Child and Adolescent Psychiatric Clinics of North America, 21*(2), 279-298. doi: http://dx.doi.org/10.1016/j.chc.2011.12.003

Pritchett, R., Kemp, J., Wilson, P., Minnis, H., Bryce, G., & Gillberg, C. (2011). Quick, simple measures of family relationships for use in clinical practice and research. A systematic review. *Family Practice, 28*(2), 172-187. doi: http://dx.doi.org/10.1093/fampra/cmq080

Tandon, S. D., Cluxton-Keller, F., Leis, J., Le, H. N., & Perry, D. F. (2012). A comparison of three screening tools to identify perinatal depression among low-income African American women. *Journal of Affective Disorders*, *136*(1), 155-162.

Roy, T., Lloyd, C. E., Pouwer, F., Holt, R. I. G., & Sartorius, N. (2012). Screening tools used for measuring depression among people with Type 1 and Type 2 diabetes: A systematic review. *Diabetic Medicine*, *29*(2), 164-175.

Unit 8:   Using Evidence to Inform Decision-Making

Topics

- Evidence informed decision making for effective clinical practice
- Identification and selection of appropriate evidence-based interventions
- Criteria to Consider When Selecting an Intervention:
  - Targeted key characteristics
  - Type of treatment category
  - Primary outcomes
  - Adaptations for cultural considerations
  - Assessment costs
  - Clinical utility

This Unit relates to course objectives 1, 2, 3, and 5

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
        Chapter 5: Using evidence to inform decision-making

Bond, G. R., Drake, R. E., & Becker, D. R. (2010). Beyond evidence-based practice: Nine ideal features
        of a mental health intervention. *Research on Social Work Practice, 20*(5), 493-501. doi:
        http://dx.doi.org/10.1177/1049731509358085

Hennessy, K. D., & Green-Hennessy, S. (2011). A review of mental health interventions in SAMHSA's
        national registry of evidence-based programs and practices. *Psychiatric Services, 62*(3), 303-5.

Suggested Readings

Zayas, L. H., Drake, B., Jonson-Reid, M. (2011). Overrating or dismissing the value of evidence-based
        practice: Consequences for clinical practice. *Clinical Social Work Journal, 39,* 400-405.

Thyer, B. A., & Pignotti, M. (2011). Evidence-based practices do not exist. *Clinical Social Work Journal,
        39*(4), 328-333. doi:http://dx.doi.org/10.1007/s10615-011-0358-x

Bartels, S. J., Dums, A. R., Oxman, T. E., Schneider, L. S., Arean, P. A., Alexopoulos, G. S., & Jeste, D.
        V. (2002). Evidence-based practices in geriatric mental health care. *Psychiatric Services, 53*(11),
        1419-1431.

Brownson, R. C., Fielding, J. E., & Maylahn, C. M. (2009). Evidence-based public health: A fundamental
        concept for public health practice. *Annual Review of Public Health, 30,* 175-201.

Ogilvie, D., Egan, M., Hamilton, V., & Petticrew, M. (2005). Systematic reviews of health effects of social
        interventions: 2. Best available evidence: How low should you go? *Journal of Epidemiology and
        Community Health, 59,* 886-892.

Palinkas, L. A., & Soydan, H. (2012). Translation and implementation of evidence-based practice. New
        York: Oxford University Press.
        Chapter 2: Translation and Implementation of Evidence-Based Practices

Dickens, A. P., Richards, S. H., Greaves, C. J., & Campbell, J. L. (2011). Interventions targeting social
        isolation in older people: A systematic review. *BMC Public Health*, *11,* 647. doi:10.1186/1471-
        2458-11-647.

Unit 9: Practical Uses of Research in Social Work Practice

Topics

- Balance of evidenced based practitioner and working in organizational structures
- Barriers to using research evidence
- Communicating evidence and maintaining up-to-date knowledge
- Personal and professional responsibility

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
Chapter 6: Using research evidence in practice: A view from the ground

Uggerhøj, L. (2011). What is practice research in social work - Definitions, barriers and possibilities. *Social Work & Society*, *9*(1), 45-59.

Wike, T. L., Bledsoe, S. E., Manuel, J. I., Despard, M., Johnson, L. V., Bellamy, J. L., & Killian-Farrell, C. (2014). Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations. *Clinical Social Work Journal*, *42*(2), 161-170.

Part 3: Applying Research Evidence in Different Social Work Contexts

Unit 10: Working with People with Alcohol and Other Drug Use Problems

Topics

- Emerging Scientific Research Evidence on Substance Use Patterns during the Life Course
- Effective Interventions for Use Within Social Work Practice
- Use and application of measurement: Screening, Assessing and Testing

This Unit relates to course objectives 1-3 and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan.
Chapter 10: Working with people who experience alcohol and other drug problems

Stone, A. L., Becker, L. G., Huber, A. M., & Catalano, R. F. (2012). Review of risk and protective factors of substance use and problem use in emerging adulthood. *Addictive Behaviors*, *37*(7), 747-775.

Wu, L. T., & Blazer, D. G. (2011). Illicit and nonmedical drug use among older adults: a review. *Journal of Aging and Health*, *23*(3), 481-504.

Website Referral: http://www.drugabuse.gov/nidamed-medical-health-professionals/tool-resources-your-practice/additional-screening-resources

Suggested Readings

Drake, R. E., Wallach, M. A., & McGovern, M. P. (2014). Special section on relapse prevention: Future directions in preventing relapse to substance abuse among clients with severe mental illnesses. *Psychiatric Services, 56*(10), 1297-1302.

Unit 11: Working with People with Health and Mental Health Problems

Topics

- Epidemiological Patterns of Occurrence of Mental Health Disorders
- Effective Service Delivery for Users with Mental Health Conditions
- Evidence Based Practice in Diverse Settings

This Unit relates to course objectives 2, 4, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan. Chapter 11: Working with people with mental health problems

Luoma, J. B., Martin, C. E., & Pearson, J. L. (2002). Contact with mental health and primary care providers before suicide: A review of the evidence. *American Journal of Psychiatry, 159*(6): 909-916.

Dixon, L., McFarlane, W. R., Lefley, H., Lucksted, A., Cohen, M., Falloon, I., ... & Sondheimer, D. (2002). Evidence-based practices for services to families of people with psychiatric disabilities. *Psychiatric Services*, 52(7): 903- 910.

Suggested Readings

Tuerk, P. W., Yoder, M., Grubaugh, A., Myrick, H., Hamner, M., & Acierno, R. (2011). Prolonged exposure therapy for combat-related posttraumatic stress disorder: An examination of treatment effectiveness for veterans of the wars in Afghanistan and Iraq. *Journal of Anxiety Disorders*, *25*(3), 397-403.

Unit 12: Working with Older People

Topics

- Social Work Practice with Aging Populations
- Impact of Personalization: Self-Directed Support
- Aging in Place
- Treatment and Depression

This Unit relates to course objectives 2, 4, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan. Chapter 14: Working with older people.

Aranda, M. P., Chae, D. H., Lincoln, K. D., Taylor, R. J., Woodward, A. T., & Chatters, L. M. (2012). Demographic correlates of DSM‐IV major depressive disorder among older African Americans, Black Caribbeans, and non‐Hispanic Whites: Results from the National Survey of American Life. *International Journal of Geriatric Psychiatry*, *27*(9), 940-947.

Marek, K. D., Stetzer, F., Adams, S. J., Popejoy, L. L., & Rantz, M. (2012). Aging in place versus nursing home care: Comparison of costs to Medicare and Medicaid. *Research in Gerontological Nursing*, *5*(2), 123-129.

Sirey, J. A., Bruce, M. L., & Alexopoulos, G. S. (2005). The Treatment Initiation Program: An intervention to improve depression outcomes in older adults. *American Journal of Psychiatry, 162*(1), 184-186.

Suggested Readings

Baker, T. A., & Wang, C. C. (2006). Photovoice: Use of a participatory action research method to explore the chronic pain experience in older adults. *Qualitative Health Research, 16*(10), 1405-1413.

Unit 13: Working with People Who Have Disabilities
Topics
- Disability, People with Disabilities and Research
- Towards an Emancipatory Research Paradigm
- Working with War Veterans: An Emerging Population

This Unit relates to course objectives 2, 4, and 5.

Required Readings

Webber, M. (2015). *Applying research evidence in social work practice.* New York: Palgrave Macmillan. Chapter 12: Working with disabled people

Harpaz-Rotem, I., & Rosenheck, R. A. (2011). Serving those who served: Retention of newly returning veterans from Iraq and Afghanistan in mental health treatment. *Psychiatric Services*, 62(1), 22-27.

Hootman, J. M., Helmick, C. G., & Brady, T. J. (2012). A public health approach to addressing arthritis in older adults: The most common cause of disability. *American Journal of Public Health*, *102*(3), 426-433.

Unit 14: Class Presentations
Topics
- Individual student presentations.

This Unit relates to course objectives 1-5.

Unit 15: Class Presentations
Topics
- Individual student presentations.

This Unit relates to course objectives 1-5.

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

XI. SUPPORT SYSTEMS

Disability Services and Programs (DSP) – (213) 740-0776
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is emailed to the instructor as early in the semester as possible, as instructors are not permitted to provide accommodations without a letter from DSP.

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggression need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. *https://diversity.usc.edu/*

XII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIII.   POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the Department of Adult Mental Health and Wellness, Dr. Suzanne Wenzel (swenzel@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.