Social Work 635

Research and Evaluation for Social Work With Adults and Older Adults

3 Units

Term Year 2017

I. COURSE PREREQUISITES

SOWK 546

II. CATALOGUE DESCRIPTION

Critical analysis and application of health and mental health *research evidence* to inform, enhance, and strengthen social work practice with adults and aging populations 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 a 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 data sets 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

Student learning for this course relates to one or more of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 635	Course Objective
1	Demonstrate Ethical and Professional Behavior		
2	Engage in 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	*	1–3
5	Engage in Policy Practice		

6	Engage With Individuals, Families, Groups, Organizations, and Communities		
7	Assess Individuals, Families, Groups, Organizations, and Communities	*	4
8	Intervene With Individuals, Families, Groups, Organizations, and Communities		
9	Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities	*	5

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Demonstrate Ethical and Professional Behavior: ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	
	Use technology ethically and appropriately to facilitate practice outcomes	
	Use supervision and consultation to guide professional judgment and behavior	

Engage in Diversity and Difference in Practice: ▪ Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. 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. ▪ 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. ▪ Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
	Present themselves as learners and engage clients and constituencies as experts of their own experiences	
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	

Advance Human Rights and Social, Economic, and Environmental Justice: ▪ Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education ▪ Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Engage in practices that advance social, economic, and environmental justice	

Engage In Practice-Informed Research and Research-Informed Practice:		
Engage In Practice-Informed Research and Research-Informed Practice: ▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice.	Use practice experience and theory to inform scientific inquiry and research	Assignments 1 and 2
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Assignments 1 and 2
	Use and translate research evidence to inform and improve practice, policy, and service delivery	Assignments 1–3 Final class paper/ presentation

Engage in Policy Practice:		
Engage in Policy Practice: ▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. ▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. ▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Identify social policy at the local,state, and federal level that impacts well-being, service delivery, and access to social services	
	Assess how social welfare and economic policies impact the delivery of and access to social services	
	Apply critical thinking to analyze,formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	

Engage With Individuals, Families, Groups, Organizations, and Communities:	Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
- Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.		
- Value the importance of human relationships.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	
- Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.		
- Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.		
- Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.		
- Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.		

Assess Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Assignment 3
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Assignment 3
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Assignment 3
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Assignment 3

Intervene With Individuals, Families, Groups, Organizations, and Communities:	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
• Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. • Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. • Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. • Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Facilitate effective transitions and endings that advance mutually agreed-on goals	

Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities: - Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. - Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. - Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. - Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Select and use appropriate methods for evaluation of outcomes	Final class paper/presentation
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Final class paper/presentation
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes	Final class paper/presentation
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Final class paper/presentation

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Evidence-Based Practice Problem	Unit 3	15%
Assignment 2: Critically Appraising Existing Research and Locating New Evidence	Unit 8	25%
Assignment 3: Evidence-Informed Decision Making	Unit 11	25%
Class Presentation/Paper	Units 13 and 14	25%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

The assignments are briefly described below.

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 his or her 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. Brief descriptions of each assignment are below; specific guidelines will be distributed in class.

Assignment 1: Evidence-Based Practice Problem (15% of Course Grade)

Bulding upon what was learned in SOWK 546, each student will need to formulate a health or mental health practice-based research question that directly impacts an adult or aging population. The practice-based question can be related to an issue that is related to effectively serving a client population in the field setting (if applicable). This practice-based research problem will be the basis for the remaining assignments in the class. Each student is expected to submit by Week 3 a brief written document that inlcudes the practice-based research question, description of the targeted populations, 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: 12 hours prior to Unit 3's live session

This assignment relates to student learning outcomes 1–3.

Assignment 2: Critically Appraising Existing Research and Locating New Evidence (25% of Course Grade)

Using the practice-based resarch question in Assignment 1, students will prepare a paper that demonstrates their ability to apply research evidence to an existing practice-based problem. Two types of research evidence will need to be applied for this assignment: (1) existing peer-reviewed research evidence (includes systematic reviews, meta-analysis, and/or empirical research; and (2) identification and utilization of publicly available administrative and/or large data sets to conduct basic secondary analysis to inform the practice-based research question. Students will be asked to interpret and critically assess the evidence 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 consitutences. More details will be provided in a separate document.

Due: 12 hours prior to Unit 8's live session

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 research question. Building upon the skills learned in class, students will identify a minimum of two assessments/screening tools specific to their target population. Students will describe specific considerations in the selection of the assessment/tool inlcuding 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 the specific practice-based research 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: 12 hours prior to Unit 8's live session

This assignment relates to student learning outcome 5.

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.

Final Class Paper/Presentation (25% of Course Grade)

Each student will prepare a final paper and PowerPoint presentation of the cumulative work conducted over the course of the semester.

Due: 12 hours prior to Unit 13's live session (Paper)

Due: 12 hours prior to Unit 14's live session (Presentation)

This assignment relates to student learning outcomes 1–5.

Class Participation (10% of Course Grade)

Student participation is worth 10% of the grade. Five percent will be determined based upon students' critical summary of one research article from the class syllabus that will be presented during an in-class discussion on the respective class session. Students will select the reading at the beginning of the semester with the course instructor. The other 5% will be based on a combination of adequate preparation for class, active engagement in all class activities, timely submission of assignments, and personal conduct that fosters a respectful, collegial, and supportive learning environment.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	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
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
Below 1.90		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 that 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 his or her 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 that 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 that 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 will 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 AND 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. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms*. New York, NY: Palgrave Macmillan.

Rubin, A., & Babbie, E. (2013). *Essential research methods for social work* (3rd ed.). Belmont, CA: Brooks/Cole.

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
1	▪ Introduction to the Course ▪ Promoting Mental Health, Health and Well-Being Among Adults and Aging Populations • Brief Overview of Concepts and Emerging Evidence	
2	▪ Introduction to Social Work Research Methods • Scientific Inquiry • Conceptualization and Measurement • Sampling	
3	▪ Bridging the Gap Between Research and Practice in Social Work • Defining the Question	
4	▪ Appraising the Quality of Evidence • Assessment and Critical Evaluation of Empirical Research	
5	▪ Locating Evidence for Practice • Identification and Analysis of Administrative and Large Data Sets	
6	▪ Using Evidence to Inform Assessments • Identification and Utilization of Commonly Used Assessments With Adult and Aging Populations	
7	▪ Using Evidence to Inform Decision Making • The Process of Evidence-Informed Decision Making for Effective Clinical Practice • Selecting Appropriate Evidence-Based Interventions	
8	▪ The Realities of Using Research in Social Work Practice • Balancing Being an Evidence-Based Practitioner and Working in Organizational Structures	
9	▪ Working With People Who Experience Alcohol and Other Drugs Problems	
10	▪ Working With Health and Mental Health Concerns	
11	▪ Working With Older Adults	
12	▪ Working With Disabled People	
13	▪ Sex Research and Class Presentations	
14	▪ Student Research and Class Presentations	
15	▪ Increasing the Synergy Between Research and Practice in Social Work	

Course Schedule—Detailed Description

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

Unit 1: Introduction to the Course	DATE

Topics
- Welcome and introductions
- Course overview
- Review of syllabus
- Brief overview of concepts and emerging evidence in mental health and health of adults and aging populations

This unit relates to course objectives 1 and 2.

Required Reading

Herrman, H., Saxena, S., & Moodie, R. (2005). *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.

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*. Vital and health statistics. Series 10, Data from the National Health Survey, (260), 1–171.

Unit 2: Introduction to Social Work Research Methods	DATE

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 Reading

Rubin, A., & Babbie, R. (2013). *Essential research methods for social work* (3rd ed.).
　　Chapter 1: Why study research?
　　Chapter 4: Factors influencing the research process
　　Chapters 6 and 7: Conceptualization and measurment in quantitative and qualitative inquiry
　　Chapter 10: Sampling: Quantitative and qualitative approaches

Recommended Reading

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.

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

Unit 3:	Bridging the Gap Between Research and Practice in Social Work	DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: Palgrave Macmillan. Chapter 1

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*. doi:1049731514535852

Recommended Reading

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 and Geriatrics Education*. 36.3 (2015): 242-260.

Unit 4:	Appraising the Quality of Evidence	DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: Palgrave Macmillan. Chapter 3: Appraising the quality of evidence

Recommended Reading

Rizzo, V. M., & Rowe, J. M. (2014). Cost effectiveness of social work services in aging: An updated systematic review. *Research on Social Work Practice.* doi:10.1177/1049731514563578

http://rsw.sagepub.com.libproxy.usc.edu/content/early/2014/12/15/1049731514563578.full.pdf+html

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 and 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 5:	Locating Evidence for Practice	DATE

Topics

- Systematic utilization of public data
- Identification and use of administrative and large data sets 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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: 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 6:	Using Evidence to Inform Assessments	DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms. New* York, NY: 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 hHalth http://www.cqaimh.org/quality.html

Recommended Reading

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 7:	Using Evidence to Inform Decision Making	DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: 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), 303–305.

Recommended Reading

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., Main, P. A., Alexopoulos, G. S., & Jeste, D. V. (2008). Evidence-based practices in geriatric mental health care. *Evidence-Based Practices in Mental Health Care*, *95*.

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, NY: 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 8:	The Realities of Using Research in Social Work Practice	DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: 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 and 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 9: Working With People Who Experience Alcohol and Other Drug Problems — DATE

Topics

- Emerging scientific research evidence on substance use patterns during the life course
- Effective interventions for use sithin social work practice
- Use and application of measurement: screening, assessing, and testing

This unit relates to course objectives 1–3 and 5.

Required Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: 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

Recommended Reading

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* (2005).

Unit 10: Working With Health and Mental Health Concerns — DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: Palgrave Macmillan. Chapter 11: Working with people with mental health problems

Luoma, J. B., Martin, C. E., & Pearson, J. L. (2014). 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.

Recommended Reading

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 11: Working With Older People   DATE

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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: 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.

Recommended Reading

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 12: Working With Disabled People

Topics

- Disability, disabled people, 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 Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: 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 13:** | **Sex Research and Class Presentations** | **DATE** |

Topics

- Individual student presentations.

This unit relates to course objectives 1–5.

| **Unit 14:** | **Student Research and Class Presentations** | **DATE** |

Topics

- Individual student presentations.

This unit relates to course objectives 1–5.

| **Unit 15:** | **Increasing the Synergy Between Research and Practice in Social Work** | **DATE** |

Topics

- Reviewing the importance of research for social work practice
- Reviewing the ways data informs problems/needs, practices/intervention, evaluation
- Course evaluations

This unit relates to course objectives 1–5.

Required Reading

Webber, M. (2014). *Applying research evidence in social work practice: Seeing beyond paradigms.* New York, NY: Palgrave Macmillan. Chapter 15

| **STUDY DAYS / NO CLASSES** | **DATE** |

| **FINAL PAPER SUBMISSION** | **DATE** |

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 Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. 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/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

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 [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII.   TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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.