

**Social Work 608**  
**Course ID: 60759D**

**Research and critical analysis  
for social work with children and families**

**3 Units**

***“Research is formalized curiosity.  
It is poking and prying with a purpose”***

***Zora Neale Hurston***

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Course Day: Saturday  
Course Time: 1:00PM-3:50PM  
Course Location: City F  
Office Hours: TBD

**I. COURSE PREREQUISITES**

SOWK 546: Science of Social Work

**II. CATALOGUE DESCRIPTION**

Critical analysis and application of various types of data, information, and evidence to understand client problems and service needs, identify appropriate interventions, and evaluate practice decisions.

**III. COURSE DESCRIPTION**

This course builds on the Science of Social Work course in the first semester of the MSW program. It offers students the opportunity to further integrate research and data analysis as an aspect of their professional identities by developing knowledge and skills in the critical analysis and application of various types of data, information and evidence in their work with children, youth, and families, including: 1) agency data (case records, administrative databases, annual reports), 2) public data (e.g., vital statistics: Centers for Disease Control's (CDC) National Center for Health Statistics (NCHS), city/county/federal data: data.gov, compiled databases: PWEBS, KidsCount, Peristats, California Healthy Kids Survey (CHKS), Children's Bureau's child welfare outcomes database), and 3) empirical data (research studies, program evaluations, technical reports). Students will cultivate skills in the identification, analysis, and application of data for: 1) assessing client problems, their causes, and subsequent service needs; 2) informing practice decisions for meeting client needs within a particular agency, community, and policy context; 3) evaluating practice decisions based on client outcomes; and 4) informing policy and resource allocation decisions. The course will deepen students' foundational knowledge of research methods to improve analytical skills and increase students' ability to effectively utilize various forms of data to inform their practice. Assignments related to problem identification,

intervention, and evaluation of client outcomes will be tied to the field placement. The course recognizes the broad range of issues involving children, youth, and families, while at the same time allowing students flexibility in choosing specific areas of interest and service systems on which to focus their learning experience.

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Explain the connection between policy, practice, and research in terms of its influence on child, youth, and family service delivery systems in diverse community settings.
2	Review and provide instruction in basic research methods to improve analytical skills with children, youth and family populations.
3	Emphasize the critical analysis and application of data to understand problems and service needs of children, youth, and families in diverse community settings.
4	Emphasize the critical analysis and application of data to identify culturally-appropriate, evidence-informed interventions to address client problems through effectively meeting their needs.
5	Emphasize the critical analysis and application of data to evaluate the utility of interventions designed to address the problems, meet the needs of children, youth and families and inform decisions about policy and resource allocation.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

#### 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:

Social Work Core Competencies	
1	<b>Demonstrate Ethical and Professional Behavior</b>
2	<b>Engage in Diversity and Difference in Practice</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>

4	<b>Engage in Practice-informed Research and Research-informed Practice*</b>
5	<b>Engage in Policy Practice</b>
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>

\* 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
<p><b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b> Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process.</p>	<p>1. Explain the connection between policy, practice, and research in terms of its influence on child, youth, and family service delivery systems in diverse community settings.</p> <p>2. Provide instruction in basic research methods to improve analytical skills.</p>	<p>4a. Critically appraise research evidence in order to improve service delivery with regard to child, youth, and family services.</p>	<p>Cognitive and Affective Processes</p>	<p><b>Unit 1:</b> Course Introduction</p> <p><b>Unit 2:</b> Review of the role of science in social work and research methods</p> <p><b>Unit 3:</b> Research Methods: problem, formulation, variables</p> <p><b>Unit 4:</b> Developmental Assets and other measurements</p> <p><b>Unit 5:</b> PracticeWise research and evaluation resources</p> <p><b>Unit 10:</b> Process and outcome evaluations</p> <p><b>Unit 11:</b> Measuring outcomes</p> <p><b>Unit 12:</b> Analyzing evaluation data</p> <p><b>Unit 13:</b> Course Wrap up/Consultation with Instructor</p> <p><b>Unit 14:</b> Class Presentations</p> <p><b>Unit 15:</b> Class Presentations</p> <p><b>Assignment 1:</b> Critical analysis of research</p>

	<p><b>3.</b> Emphasize the critical analysis and application of data to understand problems and service needs of children, youth, and families in diverse community settings.</p> <p><b>4.</b> Emphasize the critical analysis and application of data to identify culturally-appropriate, evidence-informed interventions to address client problems through effectively meeting their needs.</p> <p><b>5.</b> Emphasize the critical analysis and application of data to evaluate the utility of interventions designed to address the problems, meet the needs of children, youth and families and inform decisions about policy and resource allocation.</p>	<p><b>4b.</b> Apply various forms of data to inform practice with children, youth, and families.</p>	<p>Cognitive and Affective Processes</p>	<p><b>Unit 6:</b> Understanding administrative, empirical, public data sources</p> <p><b>Unit 7:</b> Using data to identify problems and service needs</p> <p><b>Unit 8:</b> Developing goals and objectives to guide practice</p> <p><b>Unit 9:</b> Using data to identify interventions for meeting client needs</p> <p><b>Assignment 2:</b> Using data to assess problems &amp; service needs</p> <p><b>Assignments 3+4:</b> Using data to inform and evaluate practice</p> <p><b>Class Presentation</b></p>
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**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Critical analysis of research</b>	Unit 5	15%
<b>Assignment 2: Using data to assess problems &amp; service needs</b>	Unit 9	20%
<b>Assignment 3: Using data to inform practice</b>	Unit 12	20%
<b>Assignment 4: Using data to evaluate practice</b>	Finals Week	20%
<b>Class Presentation</b>	Units 14 & 15	15%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

Students will critically analyze and apply various types of data (e.g., administrative, public, empirical) in the development of 4 written assignments related to effectively serving a client population in their field settings. These assignments will gauge students' ability to: 1) critically analyze research methods and findings in the children, youth, and families empirical literature; 2) use data to understand client problems and service needs within an agency and community context; 3) use data to identify appropriate interventions for addressing problems within the agency setting and policy context that governs the provision of services; and 4) use data to evaluate the effectiveness of interventions designed to meet the needs of children, youth and families. Brief descriptions of each assignment are below; specific guidelines will be distributed in class.

**\* Joint Assignments: For Assignments 3 and 4, students may develop individual assignments or work with a partner.** The joint assignments option may particularly appeal to students who are placed in the same field agency or interested in the same problem or practice area. Students selecting the joint option commit to completing all of the assignments with their partners. Joint assignments must be accompanied by a one-page statement detailing each partner's contribution to the work. Students working on joint projects will earn the same *content grade*; however, their *individual contributions* to the work will count separately toward each assignment grade. At the end of the semester, each partner also will evaluate the other's overall performance, which will be part of their respective class participation grades..

**Assignment 1: Critical analysis of research (15%)**

Students will conduct a critical analysis of the research methods, findings, and research, practice and/or policy implications of empirical research related to an issue of concern in the children, youth and families field. This is an individual assignment.

**Due: Unit 6**

*This assignment relates to student learning outcomes 1-4 and 7-10.*

**Assignment 2: Using data to identify problems and service needs (20%)**

Students will locate, analyze, and apply various forms of data to identify a problem for clients in their field placement settings, explain the problem's underlying causes, determine the corresponding service needs, and the strengths and limitations of existing services and policies for addressing the problem.

**Due: Unit 9**

*This assignment relates to student learning outcomes 1-4 and 7-10.*

**Assignment 3: Using data to inform practice (20%)**

Students will locate, analyze, and apply various forms of data to identify culturally appropriate, evidence-informed intervention models and services that can be incorporated into a program response to the problem from Assignment 2. The program should fit the agency setting and align with prevailing policies.

**Complete Written Assignment: Due: Unit 12**

*This assignment relates to student learning outcomes 2, 3, 5, 6, 9-14.*

**Assignment 4: Using data to evaluate practice (20%)**

Students will propose the collection and analysis of various types of data for evaluating the effectiveness of the proposed program described in Assignment 3.

**Complete Written Assignment: Due: Finals Week**

*This assignment relates to student learning outcomes 2, 3, 5, 6, 9-14.*

**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.

**Class Presentation (15%)**

Students will prepare PowerPoint or Prezi presentations of their work over the course of the semester.

**Due: Unit 14 and Unit 15**

*This assignment relates to student learning outcomes 5, 6, 8, 11, 12, and 14.*

**Class Participation (10%)**

Student participation is worth 10% of the grade. Participation will be based on performance in the group activities (e.g., active participation in-class group activities, constructive feedback, resource sharing), as well as adequate preparation for class, active and substantive engagement in all class activities, timely submission of assignments, and personal conduct which fosters a respectful, collegial, and supportive learning environment.

**Class Participation will be assessed according to the following criteria:**

**10 (A): Outstanding:** Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

**9 (A-): Very Good:** Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive. Regularly provides good insights and comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished.

**8 (B): Good:** Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is regular. Provides generally useful insights and some comments that provoke thought, If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**7 (C): Adequate:** Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly.

**6 (D): Inadequate:** Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

**5 (F): Nonparticipant:** Attends class without engaging in the class discussion or actively participating in class activities. Submits late work or does not submit at all.

**0-4 (F): Unsatisfactory:** Misses class. When present, contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Course grades will be based on the following:

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 two texts and a set of reserved readings available through the University's online system, ARES. 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 Textbook

Dudley, J. R. (2014). *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed). Chicago, IL: Lyceum Books.

### Required Readings

Required non-text readings are available through the University's online reserves system, ARES. ARES can be accessed with a USC email and password at the following URL: <https://usc.ares.atlas-sys.com/>.

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

### Recommended Textbooks

Rubin, A. & Babbie, E. (2016). *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning. - Science of Social Work Textbook (SOWK 546).

Karger, J. J., & Stoesz, D. (2008). *American social welfare policy: A pluralist approach* (4<sup>th</sup> ed). Boston MA: Allyn & Bacon.

Netting, F. L., Kettner, P. M., & McCurtry, S. (2006). *Social work macro practice* (5<sup>th</sup> ed). New York, NY: Longman.

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

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

Purdue Owl APA style website: <https://owl.english.purdue.edu/owl/resource/560/01/>

### Recommended Websites

Center for Non-profit Management: <http://www.cnmsocal.org/>

Children's Data Network: <http://www.datanetwork.org>

Healthy City: <http://www.healthycity.org/>

Practice Wise: <https://www.practicewise.com/>

The Annie E. Casey Foundation: <http://www.aecf.org/>

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

## Course Overview

Unit	Topics	Assignments
<b>Part 1: Introduction and Understanding Research Methods and Measurements for Social Work</b>		
1	<ul style="list-style-type: none"> <li>■ Course introduction and expectations</li> <li>■ Review of the role of science in social work</li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Research Methods: problem formulation, variables with children youth and families research</li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Research Methods, cont'd: sampling, measurement, statistical analyses with children youth and families research</li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Developmental assets framework and other measurements for children, youth and families</li> </ul>	
<b>Part 2: Using Data to Inform Practice</b>		
5	<ul style="list-style-type: none"> <li>■ Understanding administrative, empirical, public data sources</li> </ul>	ASSIGNMENT #1 DUE
6	<ul style="list-style-type: none"> <li>■ Using data to identify problems and service needs</li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Developing goals and objectives to guide practice</li> </ul>	
8	<ul style="list-style-type: none"> <li>■ Using data to identify interventions for meeting client needs</li> </ul>	
9	<ul style="list-style-type: none"> <li>■ PracticeWise: Managing and Adapting Practice (MAP) - PWEBs and Dashboard applications</li> </ul>	Assignment #2 Due
<b>Part 3: Using Data to Evaluate Practice</b>		
10	<ul style="list-style-type: none"> <li>■ Process and outcome evaluations</li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Measuring outcomes</li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Analyzing evaluation data</li> </ul>	Assignment #3 Due
13	<ul style="list-style-type: none"> <li>■ Course Wrap up</li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Class Presentations</li> </ul>	Class Presentations
15	<ul style="list-style-type: none"> <li>■ Class Presentations</li> </ul>	Class Presentations
<b>STUDY DAYS / NO CLASSES</b>		
<b>FINAL EXAMINATIONS / SUMMATIVE SESSION TBA</b>		Assignment #4 Due

## Course Schedule—Detailed Description

### Part 1: Introduction and Understanding Research Methods for Social Work

#### Unit 1: Course Introduction; Reviewing the Role of Science in Social Work

##### Topics

- Welcome and introductions
- Course overview
- Review of syllabus
- Purposes of research
- The connection among research, practice, and policy

This Unit relates to course objectives 1 and 2.

##### Required Readings

Henggeler, S.W., & Schoenwald, S.K. (2011). Evidence-based interventions for juvenile offenders and juvenile justice policies that support them. *Social Policy Report*, 25(1), 1-20.

Kania, J., & Kramer, M., (Winter 2011). Collective impact. *Stanford Social Innovation Review*, pp. 35-41.

Maton, K.I., & Bishop-Josef, S.J. (2006). Psychological research, practice, and social policy: Potential pathways of influence. *Professional Psychology: Research and Practice*, 37(2), 140-145.

Rubin, A. & Babbie, E. (2016). Introduction. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

#### Unit 2: Research Methods: Understanding research methods for effective analysis and application of data, Part 1

##### Topics

- Research ethics
- Problem formulation: Research questions and hypotheses
- Variables: Independent, dependent, control, moderating, mediating
- Diversity-related considerations

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

##### Required Readings

Wodarski, J. S. & Hopson, L. M. (2012). Evidence-based practice: An introduction. In *Research methods for evidence-based practice* (pp. 1-18). Los Angeles: Sage.

Rubin, A. & Babbie, E. (2016). Problem formulation. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

Rubin, A. & Babbie, E. (2016). Qualitative and quantitative inquiry. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

### Unit 3: Research Methods: Understanding research methods for effective analysis and application of data, Part 2

#### Topics

- Sampling: probability and nonprobability methods, protection of human subjects
- Design: pre-experimental, experimental, quasi, single case, evaluation
- Data collection methods: surveys, archival, biological, self-report, observation
- Internal and external validity
- Measurement: levels of measurement, reliability and validity
- Statistical analysis review (descriptive, correlation and inferential statistics)

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

#### Required Readings

- Rubin, A. & Babbie, E. (2016). Sampling. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.
- Rubin, A. & Babbie, E. (2016). Measurement. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.
- Rubin, A. & Babbie, E. (2016). Research designs. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

### Unit 4: Developmental assets framework and other measurements for children, youth, and families

#### Topics

- Developmental Assets Framework
- DAP (Developmental Assets Profile) Survey Questionnaire
- Measurements for children, youth, and families

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

#### Required Readings

- Benson, P. L. (2007). Developmental assets: An overview of theory, research, and practice. *Approaches to positive youth development*, 33-58.
- Benson, P. L., Scales, P. C., & Syvertsen, A. K. (2011). The contribution of the developmental assets framework to positive youth development theory and practice. *Advances in child development and behavior*, 41, 197-230.

## Part 2: Using Data to Inform Practice

### Unit 5: Understanding administrative, empirical, and public data sources for informing practice with children, youth, and families – Assignment 1 Due

#### Topics

- Agency/Administrative data
- Public data
- Empirical data
- Use and misuse of data
- Case examples
- Data spotlight: Children's Data Network
- Diversity-related considerations

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

### Required Readings

Rubin, A. & Babbie, E. (2016). Evidence-based practice. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

Rubin, A. & Babbie, E. (2016). Analysis existing data. In *Essential research methods for social work, 4<sup>th</sup> Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

## Unit 6: Using data to identify problems and service needs in diverse children, youth, and families populations

### Topics

- Identifying and understanding client problems and service needs
- Policy and programs
- Diversity-related considerations
- Data Spotlight: Predictive analytics and the Children's Data Network

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

### Required Readings

Dudley, J. R. (2014). Needs assessments. In *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 109-142). Chicago, IL: Lyceum Books.

Netting, F. L., Kettner, P. M., & McCurtry, S. (2004). Understanding problems and opportunities. In *Social work macro practice* (3<sup>rd</sup> ed., pp. 82-100). New York, NY: Longman.

Pearlmutter, S. (2002). Listening to clients: A research strategy for influencing social policy. *The Social Policy Journal*, 1(14), 43-61.

Putnam-Hornstein, E & Needell, B (2011). Predictors of child protective service contact between birth and age five: An examination of California's 2002 birth record. *Children & Youth Services Review*, 33(11), 2400-2407.

## Unit 7: Developing goals and objectives to guide practice

### Topics

- Process and outcome aims
- Setting practice goals and objectives
- Policy considerations
- Administrative, public, empirical data sources
- Case examples
- Diversity-related considerations

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

### Required Readings

Dudley, J. R. (2014). Crafting goals and objectives. In *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 144-164). Chicago, IL: Lyceum Books.

Harris, M.B. & Franklin, C.G. (2003). Effects of a cognitive-behavioral, school-based, group intervention with Mexican American pregnant and parenting adolescents. *Social Work Research*, 27, 71-83.

Solomon, B. (2002). Accountability in public child welfare: Linking program theory, program specification and program evaluation. *Children and Youth Services Review, 24*(6/7), 385-407.

## Unit 8: Using data to identify interventions to meet the needs of diverse child, youth, and families populations

### Topics

- Agency mission, capacity, and strategic goals
- Connecting problems to practices and policies
- Evidence-based intervention
- Innovation and adaptation
- Diversity-related considerations
- Data spotlight: Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Practice (EBP)

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

### Required Readings

Boyd-Franklin, N. (2003). Major family therapy approaches and their relevance to treating African Americans. In *Black families in therapy: Understanding the African American experience* (2<sup>nd</sup> ed., pp. 204-225). New York: Guilford Press.

Guion, L. A., Chattaraj, S., & Sullivan-Lytle, S. (2005). Framework for culturally proactive programs. *Journal of Family and Consumer Sciences, 97*(1), 76-83.

Herman-Smith, R., & Dudley, J. R. (2014). Improving how programs and practice work. In Dudley, J.R. *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 167-207). Chicago, IL: Lyceum Books.

Kataoka, S. (2010). The practice of evidence-based treatments in ethnic minority youth. *Child and Adolescent Psychiatric Clinics of North America, 19*(4), 775-789.

## Unit 9: Managing and Adapting Practice (MAP) PracticeWise: PWEBs and dashboard applications

### Topics

- Managing and adapting practice (MAP) review
- PracticeWise tool: PBEWs
- PracticeWise tool: Dashboards
- Diversity-related considerations

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

### Required Readings

Chorpita, BF, Daleiden, EL, & Collins, KS (2014). Managing and adapting practice: A system for applying evidence in clinical care with youth and families. *Clinical Social Work Journal, 42*, 134-142.

Southam-Gerow, M. A., Daleiden, E. L., Chorpita, B. F., Bae, C., Mitchell, C., Faye, M., & Alba, M. (2014). MAPPING Los Angeles County: Taking an evidence-informed model of mental health care to scale. *Journal of Clinical Child & Adolescent Psychology, 43*(2), 190-200.

## Part 3: Using Data to Evaluate Practice

### Unit 10: Process and Outcome Evaluations

#### Topics

- Process and outcome evaluations
- Ethics
- Data sharing
- Case examples
- Diversity considerations

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

#### Required Readings

Children's Bureau video: *Getting it done: Partnering to overcome concerns about data sharing.*

<https://www.acf.hhs.gov/cb/capacity/program-evaluation/virtual-summit/data-sharing-partnering>

Dudley, J. R. (2014). Evaluation and social work: Making the connection. In *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 3-26). Chicago, IL: Lyceum Books, Inc.

Dudley, J. R. (2014). The role of ethics in evaluations. In *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 51-70). Chicago, IL: Lyceum Books, Inc.

Dudley, J. R. (2014). Common types of evaluation. In *Social work evaluation: Enhancing what we do* (pp. 71-89). Chicago, IL: Lyceum Books, Inc.

Wodarski, J. S. & Hopson, L. M. (2012). Designs for daily practice evaluation. In *Research methods for evidence-based practice* (pp. 109-122). Los Angeles: Sage.

### Unit 11: Measuring Outcomes in Children, Youth, and Families

#### Topics

- Nominal and operational definitions
- Objective versus subjective data sources
- Standardized measurement tools
- Reliability and validity
- Measurement bias
- Diversity-related considerations

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

#### Required Readings

Dudley, J. R. (2014). Is the intervention effective? In *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 213-250). Chicago, IL: Lyceum Books, Inc.

Royse, D., Thyer, B. A., Padgett, D. K., & Loga, T. (2006). Measurement tools and strategies. In *Program evaluation: An introduction* (pp. 271-300). Belmont, CA: Thomson Brooks-Cole.

## Unit 12: Analyzing Evaluation Data

### Topics

- The process of analysis
- Preparing the data
- Analyzing the data
- Drawing conclusions based on the data
- Case examples

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

### Required Readings

Shears, J., & Dudley, J. R. (2014). Analyzing evaluation data. In Dudley, J. R. *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 255-275). Chicago, IL: Lyceum Books, Inc.

Wodarski, J. S. & Hopson, L. M. (2012). Application of statistical techniques in the evaluation of practice. In *Research methods for evidence-based practice* (pp. 123-132). Los Angeles: Sage.

## Unit 13: Course Wrap Up

### Topics

- Reviewing the importance of data and research for social work
- Reviewing the ways data informs problems/needs, practices/intervention, evaluation, policy
- Consultation: Meet with instructor regarding Assignment 3

This Unit relates to course objectives 1-5.

### Required Readings

Brun, C. F. (2005). Reporting evaluation decisions: Coming full circle. In *A practical guide to social service evaluation* (pp. 186-205). Chicago, IL: Lyceum Books.

Dudley, J. R. (2014). Preparing and disseminating a report of findings. In *Social work evaluation: Enhancing what we do* (2<sup>nd</sup> ed., pp. 277-292). Chicago, IL: Lyceum Books, Inc.

## Unit 14: Class Presentations:

### Topics

- Class presentations on the use of various forms of data for: 1) identifying client problems and corresponding service needs within their field agencies, 2) determining intervention strategies to meet needs and address problems, and 3) evaluating their practice decisions.

This Unit relates to course objectives 1-5.

## Unit 15: Class Presentations:

### Topics

- Class presentations on the use of various forms of data for: 1) identifying client problems and corresponding service needs within their field agencies, 2) determining intervention strategies to meet needs and address problems, and 3) evaluating their practice decisions.

This Unit relates to course objectives 1-5.



## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

As a professional school, class attendance and participation is an essential part of professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend all classes and meaningfully participate. Therefore, having more than 2 unexcused absences may result in the lowering of the grade by a half grade. Additional absences can result in additional deductions.

Students are expected to notify the instructor by email ([rizzofon@usc.edu](mailto:rizzofon@usc.edu)) about their absences, excessive tardiness, or requests to leave early.

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

*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. [engemannshc.usc.edu/counseling](http://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. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and 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. [engemannshc.usc.edu/rsvp](http://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: [sarc.usc.edu](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. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.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. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

#### **XVII. 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 Course Lead: For on ground students - Dr. Juan Carlos Araque ([araque@usc.edu](mailto:araque@usc.edu)); for VAC students – Dr. Tyan Parker Dominguez ([tyanpark@usc.edu](mailto:tyanpark@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 ([wind@usc.edu](mailto:wind@usc.edu)) for further guidance.

#### **XVIII. 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.

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*Don't procrastinate or postpone working on assignments.*

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