

## Social Work 635 Section 60433

### Research and Evaluation for Social Work with Adults and Older Adults

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

**3 Units**

*Spring 2020*

<b>Instructor:</b>	Dr. Gabe (Crenshaw)	<b>Course Day:</b>	Thursday
<b>E-Mail:</b>	<a href="mailto:gcrensa@usc.edu">gcrensa@usc.edu</a>	<b>Course Time:</b>	1:00p--3:50p
<b>Telephone:</b>	310.717.2413	<b>Course Location:</b>	MRF 320
<b>Office:</b>	MRF 304		
<b>Office Hours:</b>	4:10p--5:10p/ by appt.		

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#### I. COURSE PREREQUISITES

SOWK 546 or Advanced Standing designation

#### 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 your previous coursework in the science of social work. 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 findings from published empirical research; 2) the identification and utilization of empirically-supported interventions and research based practical assessments; 3) the development of evidence-informed decision making for effective clinical practice; and 4) evaluation of practice.

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

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

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Support students in developing a clearer sense of how scientific research and practice are interdependent and serve as a basis for their own professional identity.
2	Provide further knowledge of basic research methods to improve evidence appraisal skills.
3	Promote students' ability to critically appraise the quality and clinical utility of empirically based studies and bodies of empirical evidence to inform practice.
4	Prepare students to engage in the process of evidence informed decision making for effective clinical practice including the identification and critical evaluation of assessment tools and 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 and applied.
5	Develop students' knowledge and skill in evaluation of their practice.

#### 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 may be grouped based on similar areas of interest and/or service settings (e.g., substance use disorders, severe mental illness, palliative care, or trauma). Through task-centered, small group activities, students will gradually assume more independent responsibilities for learning, and the role of the instructor will shift toward that of consultant, facilitator, and resource person.

#### VI.

## Student Learning Outcomes

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

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

Competency	Objectives	Behaviors	Dimensions	Content
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<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Develop students' knowledge and skills in methods and processes for effective evaluation of their practice.</p>	<p>9b. Critically analyze, monitor, and evaluate interventions, processes and outcomes in direct practice.</p>	<p>Skills</p>	<p>Units: 6 &amp; 8 Assignment: 3</p>
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## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
<b>Assignment 1:</b> Evidence-Based Practice Question, Evidence Synthesis, and Critical Appraisal	Unit 7	35%
<b>Assignment 2:</b> Evidence-Informed Practice Decisionmaking and Practice Evaluation	Unit 11	35%
<b>Assignment 3:</b> EBP Project Summary Presentation	Units 13, 14 &/or 15	20%
<b>Class Participation</b>	Ongoing	10%

Each student will critically analyze and apply various types of data (administrative, public, empirical) in the development of three assignments related to effectively serving a client in their field setting: 1) locating and appraising the best available evidence to inform understanding of client problems and service needs within an agency and community context; 2) identifying the most effective and appropriate assessment tools and interventions for addressing identified client problems and evaluating the effectiveness of employed interventions in achieving the targeted client outcomes. The course will conclude with an assignment that synthesizes and furthers the previous assignments in a final presentation. Brief descriptions of each assignment follow; specific guidelines will be distributed in class.

### **Assignment 1: Evidence-Based Practice Question, Evidence Synthesis, and Critical Appraisal** (35% of Course Grade)

Building upon what was learned in SOWK 546 or other foundation research course, each student will need to formulate an adult mental health or wellness-related practice question that informs effective service provision for a client from their field placement (or an alternative situation, in consultation with the course instructor). Each student will conduct a search for the best available empirical evidence synthesis to answer the practice question, subsequently providing a written summary and critical appraisal of the selected body of evidence. Assignment details will be provided in a separate document.

#### **Due: Unit 7**

*This assignment relates to student learning outcomes 1, 2 & 3.*

### **Assignment 2: Evidence-Informed Practice Decisionmaking and Practice Evaluation** (35% of Course Grade)

Continuing with the practice situation identified in Assignment 1, students will prepare a paper that demonstrates their ability to locate, appraise, and select the best assessment tools and evidence-based intervention for practice with their identified client, and to evaluate their practice. Building upon the skills learned in class, students will identify two empirically-supported and practice-relevant screening/assessment tools and describe specific considerations in their selection. In addition, students will identify the evidence based intervention (EBI) most appropriate for use with their identified client situation. Finally, students will build a plan for monitoring and evaluating the outcomes of their change efforts. More details will be provided in a separate document.

#### **Due: Unit 11**

*This assignment relates to student learning outcomes 1, 2, 3, 4, & 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.

**Assignment 3: EBP Project Summary Presentation (20% of Course Grade)**

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

**Presentation Due: Units 13, 14 and/or 15** *(To be determined by instructor.)*  
*This assignment relates to student learning outcomes 1, 2, 3, 4, & 5.*

**Class Participation (10% of Course Grade)**

Student participation is worth 10% of the overall course grade. The grade will be based on evidence of preparation for class, including completion of the asynchronous material and required readings *in advance of class*, as well as on the student's participation and engagement during live class sessions.

Class grades will be based on the following:

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

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

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

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

### Required Textbooks

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

Rubin, A. & Babbie, E. (2016). *Essential research methods for social work (4<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning. [Note: This text serves as a reference text. Any basic research methods primer may be substituted.]

### Recommended Textbook

Pyrzczak, F. (2014). *Evaluating research in academic journals. 6<sup>th</sup> Ed.*. New York, NY: Routledge. ISBN: 978-0815365662

[Note: Newer editions are available. Because this text is recommended for reference purposes, an older version is acceptable and typically more cost-effective.]

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> 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](http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm)

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

Campbell Collaboration: <http://www.campbellcollaboration.org/>

Center for Disease Control and Prevention: [www.cdc.gov/](http://www.cdc.gov/)

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

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

National Institute on Aging: [www.nia.nih.gov](http://www.nia.nih.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>

Rand Corporation: [www.rand.org](http://www.rand.org)

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	<ul style="list-style-type: none"> <li>■ Course Introduction</li> <li>■ Using Scientific Evidence to Promote Mental Health, Health and Well-Being among Adults and Aging Populations</li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Review of Essential Social Work Research Methods               <ul style="list-style-type: none"> <li>• Scientific Inquiry and Purposes of Research</li> <li>• Conceptualization &amp; Measurement, Sampling, and Design</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Formulating Questions for Practice in Adult Mental Health and Wellness</li> <li>■ Locating the Best Available Evidence for Practice               <ul style="list-style-type: none"> <li>• Evidence Hierarchies</li> <li>• Systematic Reviews and Meta-analyses</li> <li>• Clinical Practice Guidelines</li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Critically Appraising the Evidence               <ul style="list-style-type: none"> <li>• Critical Appraisal of Bodies of Empirical Evidence</li> <li>• Critical Appraisal of Quantitative Research Syntheses</li> </ul> </li> </ul>	
5	<ul style="list-style-type: none"> <li>■ Critically Appraising the Evidence, cont'd.               <ul style="list-style-type: none"> <li>• Critical Appraisal of Quantitative Research</li> <li>• Critical Appraisal of Qualitative and Mixed-Methods Research</li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>■ Using Evidence to Inform Assessment               <ul style="list-style-type: none"> <li>• Identification and Selection of Assessment Tools for Use with Adult Populations</li> </ul> </li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Using Evidence to Inform Intervention               <ul style="list-style-type: none"> <li>• The Process of Evidence-Informed Decision Making for Effective Clinical Practice</li> <li>• Identification and Selection of Appropriate Evidence-Based Interventions for Use with Adult Populations</li> </ul> </li> </ul>	<b>ASSIGNMENT 1 DUE</b>
8	<ul style="list-style-type: none"> <li>■ Evaluating Practice               <ul style="list-style-type: none"> <li>• Introduction to Empirical Evaluation of Practice</li> <li>• Measurement and Design in Practice Evaluation</li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Evaluating Practice, cont'd.               <ul style="list-style-type: none"> <li>• Analysis and Interpretation of Practice Evaluation Data</li> <li>• Successful Integration of Evaluation into Practice</li> </ul> </li> </ul>	
10	<ul style="list-style-type: none"> <li>■ Evaluating Programs: Needs Assessment</li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Evaluating Programs: Formative and Summative Evaluation</li> </ul>	<b>ASSIGNMENT 2 DUE</b>
12	<ul style="list-style-type: none"> <li>■ The Realities of Using Research in Social Work Practice               <ul style="list-style-type: none"> <li>• Challenges of Evidence-Based Practice in “Real World” Contexts</li> </ul> </li> </ul>	
13-15	<ul style="list-style-type: none"> <li>■ Class Presentations</li> </ul>	<b>Presentations</b>

## Course Schedule—Detailed Description

### Unit 1: Course Introduction

#### Topics

- Welcome and introductions
- Course overview
- Brief overview of concepts and emerging evidence in promoting mental health and wellness among adults & aging populations

This unit relates to course objectives 1 and 2.

#### Required Readings

Blackwell, D. L., Lucas, J. W., & Clarke, T. C. (2014). *Summary health statistics for U.S. Adults: National Health Interview Survey, 2012*. National Center for Health Statistics. Vital and health statistics. Series 10, Number 260.  
[https://www.cdc.gov/nchs/data/series/sr\\_10/sr10\\_260.pdf](https://www.cdc.gov/nchs/data/series/sr_10/sr10_260.pdf)

National Institute of Mental Health (n.d.). Prevalence of any mental illness (AMI) and severe mental illness (SMI) [https://www.nimh.nih.gov/health/statistics/mental-illness.shtml#part\\_154785](https://www.nimh.nih.gov/health/statistics/mental-illness.shtml#part_154785) [https://www.nimh.nih.gov/health/statistics/mental-illness.shtml#part\\_154788](https://www.nimh.nih.gov/health/statistics/mental-illness.shtml#part_154788)

Rubin, A. (2015). 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*, 25(4), 408-414. *Doi:10.1177/1049731514535852*.

#### Suggested Readings

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

Verdeli, H. (2016). Global mental health: An introduction. *Journal of clinical psychology*, 72(8), 761-765.  
<https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/jclp.22357>

### Unit 2: Review of Essential Social Work Research Methods

#### Topics

- Scientific Inquiry: purposes of research
- Conceptualization and Measurement
- Methods: Study Design, Sampling, Measurement, and Data Analysis
- Diversity-related considerations

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

#### Required Readings

Rubin, A & Babbie, R (2016). *Essential research methods for social work (4<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole. [Any basic social science research methods primer may be substituted].

#### Suggested Readings

Herrman, H., Saxena, S., & Moodie, R. (2004). *Promoting mental health: Concepts, emerging evidence, practice: A report*

### Unit 3: Formulating Questions and Locating the Best Available Evidence for Practice in Adult Mental Health and Wellness

#### Topics

- Formulating Questions for Practice in Adult Mental Health and Wellness
- Locating the Best Available Evidence for Practice
  - Evidence Hierarchies
  - Systematic Reviews and Meta-analyses
  - Clinical Practice Guidelines
  - Public Data: Systematic Utilization of Public Data Sets; Identification and Use of Published Reports

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

#### Required Readings

Webber, M. (2015). *Applying research evidence in social work practice*. New York: Palgrave Macmillan.  
Chapter 1: Applying research evidence in social work practice: Seeing beyond paradigms  
Chapter 2: Locating evidence for practice

Ahn, E., & Kang, H. (2018). Introduction to systematic review and meta-analysis. *Korean journal of anesthesiology*, 71(2), 103–112. doi:10.4097/kjae.2018.71.2.103

PRISMA Flow Diagram <http://prisma-statement.org/PRISMAStatement/FlowDiagram.aspx>

#### Suggested Readings

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

Robinson, P. & Lowe, J. (2015). Literature reviews vs. systematic reviews. *Australian and New Zealand Journal of Public Health*, 39(2), 103.

Overview of public data on aging (Hands-on Lab):

- Project Open Data: <https://project-open-data.cio.gov/>
- National Institute on Aging: [www.nia.nih.gov](http://www.nia.nih.gov)
- NORC at the University of Chicago: [www.norc.org](http://www.norc.org)
- Center for Disease Control and Prevention (Healthy Aging): [www.cdc.gov/aging/](http://www.cdc.gov/aging/)
- National Center on Elder Abuse – Administration on Aging: [www.ncea.aoa.gov](http://www.ncea.aoa.gov)
- National Health and Aging Trends Study: [www.nhats.org](http://www.nhats.org)
- Rand Corporation: [www.rand.org](http://www.rand.org)

### Unit 4: Critically Appraising the Evidence

#### Topics

- Principles, Frameworks and Technique in Social Work Evidence
- Reporting Standards for Evidence
- Critical Appraisal of Bodies of Empirical Evidence (Primary Studies)
- Critical Appraisal of Qualitative and Mixed-Methods Research

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

#### Required Readings

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

APA (2008). Reporting standards for research in psychology. *American Psychologist*. <https://www.apa.org/pubs/authors/jars.pdf>

Moorley, C., & Cathala, X. (2019). How to appraise qualitative research. *Evidence Based Nursing*, 22(1). <https://doi.org/10.1136/ebnurs-2018-103044>

Pyrzczak, F., & Tcherni-Buzzeo, M. (2018). *Evaluating research in academic journals*. 7<sup>th</sup> Ed.. New York, NY: Routledge. ISBN: 978-0815365662  
Evaluating Analysis and Results Section: Mixed Methods Research

Schulz, K.F., Altman, D.G. & Moher, D. (2010) CONSORT 2010 Statement: updated guidelines for reporting parallel group randomised trials *BMJ* 340 :c332. doi: <https://doi.org/10.1136/bmj.c332>

### Suggested Readings

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

Pyrzczak, F., & Tcherni-Buzzeo, M. (2014). *Evaluating research in academic journals*. 6<sup>th</sup> Ed.. New York, NY: Routledge. ISBN: 978-0815365662  
Appendix B: Examining the Validity Structure of Qualitative Research

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

Santiago-Delefosse, M., Gavin, A., Bruchez, C., Roux, P., & Stephen, S. L. (2016). Quality of qualitative research in the health sciences: Analysis of the common criteria present in 58 assessment guidelines by expert users. *Social Science & Medicine*, 148, 142-151.

## Unit 5: Critically Appraising the Evidence, continued

### Topics

- Critical Appraisal of Secondary Studies (Systematic Review and Meta Analysis)
- Critical Appraisal of Clinical Practice Guidelines

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

### Required Readings

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

Pyrzczak, F., & Tcherni-Buzzeo, M. (2018). *Evaluating research in academic journals*. 7<sup>th</sup> Ed.. New York, NY: Routledge. ISBN: 978-0815365662  
Evaluating Systematic Reviews and Meta-Analyses: Towards Evidence-based Practice.

### Suggested Readings

CADTH General Critical Appraisal Tool <https://cadth.ca/critical-appraisal-clinical-practice-guidelines>

Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA statement. *PLoS Medicine*, 6(6), e1000097. doi:10.1371/journal.pmed1000097

## Unit 6: Using Evidence to Inform Assessment

### Topics

## Unit 6: Using Evidence to Inform Assessment

- Art and Science of Assessment
- Risk Assessment
- Research Based Assessments
- Use of Reliable and Measurable Evidence to Inform Practice
- Identification and Selection of Assessment Tools for Adult Populations

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

### Required Readings

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

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

Overview of Public Websites:

SAMHSA-HRSA Center for Integrated Health Solutions (CIHS)  
<http://www.integration.samhsa.gov/clinical-practice/screening-tools>

Sturdevant, D. L., Mueller, C. A., & Buckwalter, K. C. (2018). Measurement of nursing home culture change: Systematic review. *Research in gerontological nursing*, 11(2), 103-112.

### Suggested Readings

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

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.

Hughes RG. Tools and Strategies for Quality Improvement and Patient Safety. (2008). In: Hughes RG, editor. *Patient Safety and Quality: An Evidence-Based Handbook for Nurses*. Rockville (MD): Agency for Healthcare Research and Quality (US); Chapter 44. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK2682/>

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.

## Unit 7: Using Evidence to Inform Intervention

### 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
- RE-AIM

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

## Required Readings

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

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

The **Grading of Recommendations Assessment, Development and Evaluation (GRADE)** (n.d.). <https://www.gradeworkinggroup.org/>

RE-AIM <http://www.re-aim.org/>

## Suggested Readings

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.

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.

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

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>

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.

## Unit 8: Evaluating Practice

### Topics

- Introduction to Empirical Evaluation of Practice
  - Why do practice evaluation?
  - What does it mean to do an empirical evaluation of your practice?
- Measurement and Design in Practice Evaluation
  - Identifying relevant targets for measurement
  - Selection of appropriate measures
  - Types of designs
  - Quantitative versus qualitative methods

This unit relates to course objectives 1, 2, 4, and 5.

### Required Readings

Rychetnik, L., Bauman, A., Laws, R., King, L., Rissel, C., Nutbeam, D., ... & Caterson, I. (2012). Translating research for evidence-based public health: key concepts and future directions. *J Epidemiol Community Health, 66*(12), 1187-1192.

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.  
Chapter 5 Choice of Outcome Measures and Means for Assessment  
Chapter 7 Designs for Daily Practice Evaluation

### Suggested Readings

Borckardt, J. J., Nash, M. R., Murphy, M. D., Moore, M., Shaw, D., & O'Neil, P. (2008). Clinical practice as natural laboratory for psychotherapy research: A guide to case-based time-series analysis. *American Psychologist*, 63(2), 77-95. doi: <http://dx.doi.org/10.1037/0003-066X.63.2.77>

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

## Unit 9: Evaluating Practice, continued

### Topics

- Analysis and Interpretation of Practice Evaluation Data
  - Depicting data graphically
  - Making meaning of practice evaluation data
- Successful Integration of Evaluation into Practice
  - Evaluation as part of practice – not an add-on
  - Balancing scientific rigor with client factors and other contextual constraints
  - Case examples

This unit relates to course objectives 1, 2, 4, and 5.

### Required Readings

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.  
Chapter 8 Application of Statistical Techniques in the Evaluation of Practice  
Chapter 9 Advanced Techniques in SW Research

## Unit 10: Evaluating Programs: Needs Assessment

### Topics

- Program Evaluation
- Needs Assessment

This unit relates to course objectives 1 and 5.

### Required Readings

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

Collier, A., Munger, M., & Moua, Y. (2012). Hmong mental health needs assessment: A community-based partnership in a small Mid-Western community. *American Journal of Community Psychology*, 49(1), 73–86. <https://doi.org/10.1007/s10464-011-9436-z>

### Suggested Readings

Centers for Disease Control and Prevention (CDC) (2013). *Community Needs Assessment*. Atlanta, GA: CDC. [https://www.cdc.gov/globalhealth/healthprotection/fetp/training\\_modules/15/community-needs\\_pw\\_final\\_9252013.pdf](https://www.cdc.gov/globalhealth/healthprotection/fetp/training_modules/15/community-needs_pw_final_9252013.pdf)

Davey, R., Hurst, G., Smith, G., Grogan, S., & Kurth, J. (2011). The impact and process of a community-led intervention on reducing environmental inequalities related to physical activity and healthy eating - a pilot study. *BMC Public Health*, 11(1), 697. <https://doi.org/10.1186/1471-2458-11-697>

## Unit 11: Evaluating Programs: Formative and Summative Evaluation

### Topics

- Program Evaluation
- Formative and Summative (Outcome) Evaluation
- Cost Effective Analysis (CEA)

This unit relates to course objectives 1 and 5.

### Required Readings

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

Centers for Disease Control and Prevention (n.d.) *Cost Effective Analysis*. <https://www.cdc.gov/policy/polaris/economics/cost-effectiveness.html>

Greene, G., Madkins, K., Andrews, K., Dispenza, J., & Mustanski, B. (2016). Implementation and Evaluation of the Keep It Up! Online HIV Prevention Intervention in a Community-Based Setting. *AIDS Education and Prevention*, 28(3), 231–245. doi:<https://doi.org/10.1521/aeap.2016.28.3.231>

### Suggested Readings

Naik, A., O'brien, A.,P., Gaskin, C. J., Munro, I., & Bloomer, M. J. (2013). The acceptability and efficacy of a group cognitive behavioural therapy programme in a community mental health setting. *Community Mental Health Journal*, 49(3), 368-72. doi: <http://dx.doi.org.libproxy2.usc.edu/10.1007/s10597-012-9484-3>

Warner, C., Appenzeller, G., Parker, J., Warner, C., Hoge, C., & Warner, C. (2011). Effectiveness of mental health screening and coordination of in-theater care prior to deployment to Iraq: A cohort study. *The American Journal of Psychiatry*, 168(4), 378–385. doi:<https://doi.org/10.1176/appi.ajp.2010.10091303>

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

## Unit 12: The Realities of Using Research in Social Work Practice

### Topics

- Balancing being an evidence-based practitioner and working in organizational structures
- Barriers to using research evidence
- Communicating evidence and maintaining up-to-date knowledge
- Personal and professional responsibility

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

### Required Readings

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

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



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

### Suggested Readings

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

### Unit 13: Class Presentations

#### Topics

- Individual student presentations.

This unit relates to course objectives 1-5.

### Unit 14: Class Presentations

#### Topics

- Individual student presentations.

This unit relates to course objectives 1-5.

### Unit 15: Class Presentations

#### Topics

- Individual student presentations.

This unit relates to course objectives 1-5.

## University Policies and Guidelines

### IX. ATTENDANCE POLICY

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

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

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

### X. ACADEMIC CONDUCT

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

### XI. SUPPORT SYSTEMS

*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. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **XIII. 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.”

## **XIV. 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.

## **XV. 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.

## **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

#### **XVII. 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.

#### **XVIII. COMPLAINTS**

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

#### **XIX. 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.*