

USC Suzanne Dworak-Peck

School of Social Work

Social Work 608

Section 67065

Research and critical analysis for social work with children and families

Units – Summer 2021

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

Zora Neale Hurston

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Office Hours	7:40-8:10 pm Mondays
Course Day(s)	Mondays
Course Time(s)	6:05-7:40 pm
Course Location(s)	VAC

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

SOWK 546: Science of Social Work

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.

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.

Course 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.

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.

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, which are the basis of the student learning outcomes in the MSW program:

Social Work Core Competencies		
	1	Demonstrate ethical and professional behavior
	2	Engage in diversity and difference in practice
	3	Advance human rights and social, economic, and environmental justice
608	4	Engage in practice-informed research and research-informed practice
	5	Engage in policy practice
	6	Engage with individuals, families, groups, organizations, and communities
	7	Assess individuals, families, groups, organizations, and communities
	8	Intervene with individuals, families, groups, organizations, and communities
	9	Evaluate practice with individuals, families, groups, organizations, and communities

* Highlighted in this course

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Using data to assess problems & service needs	Unit 5	20%
Assignment 2: Using data to inform practice	Unit 8	20%
Assignment 3: Using data to evaluate practice	Unit 12	30%
Assignment 4: Presentation	Unit 11 + 12	20%
Class Participation	All Units	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 3 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 all assignments, students may develop individual assignments or work with *one* 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. Students working on joint projects will earn the same assignment grade. Additionally, 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: 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, and determine the corresponding service needs and the strengths and limitations of existing services and policies for addressing the problem.

Due: Unit 5

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

Assignment 2: 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 8

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

Assignment 3: Using data to evaluate practice (30%)

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: Week 12

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.

Assignment 4: Presentation (20%)

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

Due: Unit 11 and Unit 12

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.

Students in the VAC will be expected to participate by providing answers to questions embedded in the asynchronous sessions and asking questions and providing commentary during the synchronous sessions. Students are especially encouraged to read and evaluate each other’s work.

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may

result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough 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.

“B” grade range: Good Participation: 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.

“C+” or “C”: Adequate Participation: 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. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: 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.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, 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.

Required Instructional Materials and 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. (2020). *Social work evaluation: Enhancing what we do* (3rd ed). Oxford University Press, USA.

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, 4th 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* (4th ed). Boston MA: Allyn & Bacon.

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

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

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview (Summer)

Week #	Week of	Topics	Asynchronous Content	Assignments
1	5/17/21	Course introduction, syllabus, and expectations Review of the role of social science in social work	Units 1 & 2	
2	5/24/21	Research methods: problem formulation, variables with children youth and families research	Unit 3	
3	5/31/21	Research methods, cont'd: sampling, measurement, statistical analyses with children youth and families research	Unit 4	
4	6/7/21	Research methods, cont'd: design with children youth and families research Developmental Assets Framework	Unit 5	
5	6/14/21	Understanding administrative, empirical, public data sources Using data to identify problems and service needs	Units 6 & 7	Assignment 1 due
6	6/21/21	Developing goals and objectives to guide practice PracticeWise: Review Managing and Adapting Practice (MAP) tools	Units 8 & 9	
7	6/28/21	Process and outcome evaluations	Unit 10	
8	7/5/21	Measuring outcomes	Unit 11	Assignment 2 due
9	7/12/21	Analyzing evaluation data	Unit 12	
10	7/19/21	Consultation and Course Wrap up	Unit 13	

11	7/26/21	Class Presentations	Unit 14	Presentations
12	8/2/21	Class Presentations	Unit 15	Presentations Assignment 3 due

Course Schedule—Detailed Description

Part 1: Introduction and Understanding Research Methods for Social Work

Unit 1: Course Introduction, syllabus, and expectations

Topics

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

This Unit relates to course objectives 1 and 2.

Required Readings

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.

Unit 2: Review of the role of science in social work

Topics

- Welcome and introductions
- Purposes of research
- Intervention with children, youth and families
- Evidence-based practice review

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.

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

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.

Unit 3: Research methods: Problem formulation and variables with children, youth and families

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

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

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

Unit 4: Research methods: Sampling and measurement with children, youth and families

Topics

- Sampling: probability and nonprobability methods, protection of human subjects
- Data collection methods: surveys, archival, biological, self-report, observation
- Measurement: levels of measurement, reliability and validity
- Measurement types: Known scales, biological, archival, self-report, observation

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, 4th Edition*. Belmont, CA: Brooks/Cole, Cengage Learning.

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

Unit 5: Research methods: Design and Developmental assets framework

Topics

- Design: pre-experimental, experimental, quasi, single case, evaluation
- Internal and external validity
- Developmental Assets Framework
- DAP (Developmental Assets Profile) Survey Questionnaire

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

Required Readings

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

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 6: Understanding administrative, empirical, and public data sources for informing practice with children, youth, and families

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

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* (2nd ed., pp. 204-225). New York: Guilford Press.

Dudley, J. R. and Robert Herman-Smith (2020). Chapter 8: Improving how programs and practice work. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 171-212). Oxford University Press, USA.

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

Data Children's Network:

<https://www.datanetwork.org/#:~:text=The%20Children%E2%80%99s%20Data%20Network%20is%20a%20data%20and,on%20the%20linkage%20and%20analysis%20of%20administrative%20records>

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>

Unit 7: 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. (2020). Chapter 6: Needs assessments. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 115-148). Oxford University Press, USA.

Netting, F. L., Kettner, P. M., & McCurtry, S. (2004). Understanding problems and opportunities. In *Social work macro practice* (3rd 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 8: Developing goals and objectives to guide practice

Topics

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

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

Required Readings

Dudley, J. R. (2020). Chapter 7: Goals and objectives. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 149-168). Oxford University Press, USA.

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

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 9: Managing and Adapting Practice (MAP)
Practice Wise: PWEBs and dashboard applications**

Topics

- Managing and adapting practice (MAP) review
- Treatment for ethnic minority youth
- 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.
- 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.
- 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
- The role of ethics in evaluation
- Data sharing
- Case examples
- Diversity considerations

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

Required Readings

- Dudley, J. R. (2020). Chapter 3: The role of ethics in evaluation. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 56-77). Oxford University Press, USA.
- Dudley, J. R. (2020). Chapter 4: Common types of evaluation. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 78-95). Oxford University Press, USA.
- Dudley, J. R. (2020). Chapter 9: Is the intervention effective? In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 215-252). Oxford University Press, USA.

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. (2020). Chapter 10: Analyzing evaluation data. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 255-275). Oxford University Press, USA.

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* (2nd 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: Consultation and 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. (2020). Chapter 11: Preparing and disseminating a report of findings. In *Social work evaluation: Enhancing what we do* (3rd ed., pp. 276-292). Oxford University Press, USA.

Unit 14 & 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.

List of Appendices

- Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- Definitions of Grades and Standards Established by Faculty of the School
- Recommended Instructional Materials and Resources
- Suzanne Dworak-Peck School of Social Work DEI Statement
- Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension	Content
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice 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</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>3. 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>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.</p> <p>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.</p>	<p>4a. Critically appraise research evidence in order to improve service delivery with regard to child, youth, and family services.</p> <p>4b. Apply various forms of data to inform practice with children, youth, and families.</p>	<p>Cognitive and Affective Processes.</p>	<p>Unit 1: Course Introduction</p> <p>Unit 2: Review of the role of science in social work and research methods</p> <p>Unit 3: Research Methods: Problem formulation</p> <p>Unit 4: Research Methods: Sampling and measurement</p> <p>Unit 5: Research Methods: Research design</p> <p>Unit 6: Understanding administrative, empirical, public data sources</p> <p>Unit 7: Using data to identify problems and service needs</p> <p>Unit 8: Developing goals and objectives to guide practice</p> <p>Unit 9: PracticeWise research, evaluation, and intervention resources</p> <p>Unit 10: Process and outcome evaluations</p> <p>Unit 11: Measuring outcomes</p> <p>Unit 12: Analyzing evaluation data</p> <p>Unit 13: Course Wrap up/Consultation with Instructor</p>

<p>inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process.</p>			<p>Unit 14: Class Presentations</p> <p>Unit 15: Class Presentations</p> <p>Assignment 1: Using data to assess problems & service needs</p> <p>Assignments 2+3: Using data to inform and evaluate practice</p>
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Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck 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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th 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.

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

Appendix E: University Policies and Guidelines

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 (araque@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 Policies and Procedures](#) for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

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."

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.

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.

Code of Ethics of the National Association of Social Workers (Optional)

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.

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.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press "0" after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

https://usc-advocate.symplcity.com/care_report/index.php/pid422659?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

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.