USC Suzanne Dworak-Peck
School of Social Work

Social Work 635
Section # 67087

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

Fall 2021 - VAC

Instructor	Karen D. Lincoln, PhD, MSW, MA, FGSA
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Office Hours	By appointment
Course Day(s)	Thursday
Course Time(s)	6:30pm-7:45pm PST
Course Location(s)	VAC

COURSE PRE-REQUISITES, CO-REQUISITES, AND CONCURRENT ENROLLMENT

SOWK 546 or Advanced Standing designation

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.

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.

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.

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.

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
*	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 & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Evidence-Based Practice Question, Evidence Synthesis, and Critical Appraisal	Unit 7 (10/7)	35%
Assignment 2: Evidence-Informed Practice Decision-making and Practice Evaluation	Unit 11 (11/4)	35%
Assignment 3: EBP Project Summary Presentation	Units 13, 14, & 15 (11/18-12/2)	20%
Class Participation	Ongoing	10%

Each student will critically analyze and apply various types of data (administrative, public, empirical) in the development of three assignments related to effectively serving a client 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. Each of the major assignments is described below; 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 to answer the practice question, subsequently synthesizing and critically appraising the selected body of evidence. Assignment details will be provided in a separate document.

Due: Unit 7 (October 7, 2021)

This assignment relates to course objective 1, 2 & 3 and social work competency 4.

Assignment 2: Evidence-Informed Practice Decision-making 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 follow an evidence-based practice decision-making model to identify the best intervention for use with their identified client situation. Then, students will develop a plan for monitoring and evaluating the outcomes of their change efforts; this will include selection and description

of a suitable, empirically-supported assessment/measurement tool. More details will be provided in a separate document.

Due: Unit 11 <mark>(November 4, 2021)</mark>

This assignment relates to course objective 1, 2, 3, 4, & 5 and social work competency 4.

Please Note: 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 15 <mark>(November 18, November 25, December 2, 2021)</mark>

This assignment relates to course objective 1, 2, 3, 4, & 5 and social work competency 4 and 9.

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:

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

Required Textbook

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

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 #	Date	Topics	Asynchronous Content	Assignments
1	Week of August 23	▪ Course Introduction ▪ Using Scientific Evidence to Promote Mental Health, Health and Well-Being among Adults and Aging Populations •	Unit 1	
2	Week of August 30	▪ Review of Essential Social Work Research Methods • Scientific Inquiry and Purposes of Research ▪ Conceptualization & Measurement, Sampling, and Design	Unit 2	
3	Week of September 6	▪ 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	Unit 3	
4	Week of September 13	▪ Critically Appraising the Evidence • Critical Appraisal of Bodies of Empirical Evidence • Critical Appraisal of Quantitative Research Syntheses	Unit 4	
5	Week of September 20	▪ Critically Appraising the Evidence, cont'd. • Critical Appraisal of Qualitative and Mixed-Methods Research	Unit 5	

6	Week of September 27	Using Evidence to Inform Assessment • Identification and Selection of Assessment Tools for Use with Adult Populations	Unit 6	
7	Week of October 4	Using Evidence to Inform Intervention • The Process of Evidence-Informed Decision Making for Effective Clinical Practice • Identification and Selection of Appropriate Evidence-Based Interventions for Use with Adult Populations	Unit 7	**Assignment 1 Due (October 7, 2021)**
8	Week of October 11	Evaluating Practice • Introduction to Empirical Evaluation of Practice • Measurement and Design in Practice Evaluation	Unit 8	
9	Week of October 18	Evaluating Practice, cont'd. • Analysis and Interpretation of Practice Evaluation Data • Successful Integration of Evaluation into Practice	Unit 9	
10	Week of October 25	Evaluating Programs: Needs Assessment	Unit 10	
11	Week of November 1	Evaluating Programs: Formative and Summative Evaluation	Unit 11	**Assignment 2 Due (November 4, 2021)**
12	Week of November 8	The Realities of Using Research in Social Work Practice • Challenges of Evidence-Based Practice in "Real World" Contexts	Unit 12	

13	Week of November 15	🟫 Class Presentations	Unit 13	**Presentations**
14	Week of November 22	🟫 Class Presentations	Unit 14	**Presentations**
15	Week of November 29	🟫 Class Presentations	Unit 15	**Presentations**

Course Schedule—Detailed Description

Unit 1: Course Introduction	Week of August 23

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

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_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

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	Week of August 30

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 (4th ed.).* Belmont, CA: Brooks/Cole.
Please review the following, or similar chapters in another basic social science research methods text, as needed:

Chapter 4: Factors influencing the research process
Chapter 7: Problem formulation
Chapter 8: Measurement in quantitative and qualitative inquiry
Chapter 11: Sampling: Quantitative and qualitative approaches
Chapter 12: Experiments and quasi-experiments

Suggested Readings

Lau, A. S., Chang, D. F., Okazaki, S., & Kazdin, A. E. (2016). Methodological challenges in treatment outcome research with ethnic minorities. In *Methodological issues and strategies in clinical research* (4th ed., pp. 403–413). American Psychological Association. https://doi.org/10.1037/14805-026

Unit 3:	Formulating Questions and Locating the Best Available Evidence for Practice in Adult Mental Health and Wellness Week of September 6

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.* 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.

Hollon, S. D., Areán, P. A., Craske, M. G., Crawford, K. A., Kivlahan, D. R., Magnavita, J. J., ... & Galper, D. I. (2014). Development of clinical practice guidelines. *Annual Review of Clinical Psychology*, *10*, 213-241.

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

- National Health and Aging Trends Study: www.nhats.org
- Rand Corporation: www.rand.org

| Unit 4: | Critically Appraising the Evidence | Week of September 13 |

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 Quantitative Research Syntheses (Secondary Studies: Systematic Reviews & Meta-Analyses, and 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.* Palgrave Macmillan.
Chapter 3: Appraising the quality of evidence

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.

Suggested Readings

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 3-25. http://dx.doi.org.libproxy2.usc.edu/10.1037/amp0000191

CADTH. (2016). Critical appraisal of practice guidelines. 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

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

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

| Unit 5: | Critically Appraising the Evidence, continued | Week of September 20 |

Topics

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.* Palgrave Macmillan.
Chapter 3: Appraising the quality of evidence (repeated from last week)

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

Suggested Readings

Centre for Evidence-Based Medicine, University of Oxford. (2020). Critical appraisal tools. https://www.cebm.ox.ac.uk/resources/ebm-tools/critical-appraisal-tools (See Critical Appraisal of Qualitative Studies sheet.)

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 6:	Using Evidence to Inform Assessment	Week of September 27

Topics

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.* 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

Shulman, G.P., Holt, N.R., Hope, D.A., Mocarski, R., Eyer, J., & Woodruff, N. (2017). A review of contemporary assessment tools for use with transgender and gender nonconforming adults. *Psychology of Sexual Orientation and Gender Diversity*, *4*(3), 304–313. https://doi.org/10.1037/sgd0000233

Van Heyningen, T., Honikman, S., Tomlinson, M., Field, S., & Myer, L. (2018). Comparison of mental health screening tools for detecting antenatal depression and anxiety disorders in South African women. *PloS one*, *13*(4), e0193697.

Unit 7: Using Evidence to Inform Intervention — Week of October 4

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.* Palgrave Macmillan.
Chapter 5: Using evidence to inform decision-making

Powell, B. J., Hausmann-Stabile, C., & McMillen, J. C. (2013). Mental health clinicians' experiences of implementing evidence-based treatments. *Journal of Evidence-Based Social Work*, *10*(5), 396-409.

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

Suggested Readings

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.

Nelson, A., Ayers, E., Sun, F., & Zhang, A. (2020). Culturally adapted psychotherapeutic interventions for Latino depression and anxiety: A meta-analysis. *Research on Social Work Practice*, *30*(4), 368-381.

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 — Week of October 11

Topics

Introduction to Empirical Evaluation of Practice

- What is practice evaluation and why is it an important part of 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

Kazdin, A. (2019). Single-case experimental designs. Evaluating interventions in research and clinical practice. *Behaviour Research and Therapy*, *117*, 3–17. https://doi.org/10.1016/j.brat.2018.11.015

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

Suggested Readings

Green, E. P., Pearson, N., Rajasekharan, S., Rauws, M., Joerin, A., Kwobah, E., ... & Lai, Y. (2019). Expanding access to depression treatment in Kenya through automated psychological support: protocol for a single-case experimental design pilot study. *JMIR Research Protocols*, *8*(4), e11800.

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 — Week of October 18

Topics

Analysis and Interpretation of Practice Evaluation Data

- Depicting data graphically
- Statistical analysis of SSD data
- 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

Suggested Readings

Shadish, W. R. (2014). Statistical analyses of single-case designs: The shape of things to come. *Current Directions in Psychological Science*, *23*(2), 139–146. https://doi.org/info:doi/

Unit 10:   Evaluating Programs: Needs Assessment   Week of October 25

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 (4th ed.).* Belmont, CA: Brooks/Cole.
Chapter 14: Program Evaluation

Zeledon, I., West, A., Antony, V., Telles, V., Begay, C., Henderson, B., ... & Soto, C. (2020). Statewide collaborative partnerships among American Indian and Alaska Native (AI/AN) communities in California to target the opioid epidemic: Preliminary results of the Tribal Medication Assisted Treatment (MAT) key informant needs assessment. *Journal of Substance Abuse Treatment*, *108*, 9-19.

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

Izquierdo, A., Ong, M., Jones, F., Jones, L., Ganz, D., & Rubenstein, L. (2018). Engaging African American veterans with health care access challenges in a community partnered care coordination initiative: A qualitative needs assessment. *Ethnicity & disease*, *28*(Suppl 2), 475.

Unit 11:   Evaluating Programs: Formative and Summative   Week of November 1
              Evaluation

Topics
Formative Evaluation
Summative (Outcome) Evaluation
Cost Analyses / Cost Effectiveness Analysis (CEA)

This unit relates to course objectives 1 and 5.

Required Readings

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

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

Collins, S. E., Lonczak, H. S., & Clifasefi, S. L. (2017). Seattle's Law Enforcement Assisted Diversion (LEAD): program effects on recidivism outcomes. *Evaluation and Program Planning*, *64*, 49-56.

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

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

Unit 12:	The Realities of Using Research in Social Work Practice	Week of November 8

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

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

Bernal, G., Adames, C., Castro, F.G., Yasui, M., & Gorman-Smith, D.A. (2017). Cultural adaptations: Conceptual, ethical, contextual, and methodological issues for working with ethnocultural and majority-world populations. *Prevention Science*, *18*(6), 681–688. https://doi.org/10.1007/s11121-017-0806-0

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. *Journal of Epidemiology and Community Health*, *66*(12), 1187-1192.

Unit 13:	Class Presentations	Week of November 15

Topics

Individual student presentations.

This unit relates to course objectives 1-5.

Unit 14:	Class Presentations	Week of November 22

Topics

Individual student presentations.

This unit relates to course objectives 1-5.

| Unit 15: | Class Presentations | Week of November 29 |

Topics

Individual student presentations.

This unit relates to course objectives 1-5.

LIST OF APPENDICES

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems
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Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: Engage in Practice-informed Research and Research-informed Practice. Social workers practicing in health, behavioral health, and integrated care settings understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social workers use the evidence-based practice process in clinical assessment and intervention with clients. Social workers use research methodology to evaluate practice effectiveness and/or outcomes. They also understand the processes for translating research findings into effective practice and participate in the generation of new clinical knowledge through research and practice.	Teach students how to critically assess the quality and clinical utility of empirically based studies to inform health and mental health practice with adults and aging populations.	4a. 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
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 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.	Develop students' knowledge and skills in methods and processes for effective evaluation of their practice.	9b. Critically analyze, monitor, and evaluate interventions, processes and outcomes in direct practice.	Skills	Units: 6 & 8 Assignment: 3

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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 Textbook

Pyrczak, F. & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals. 7^(th) Ed.* Routledge.
[Note: Recommended for reference purposes. An older version is acceptable and typically more cost-effective.]

Rubin, A. & Babbie, E. (2016). *Essential research methods for social work (4^(th) ed.).* Brooks/Cole, Cengage Learning.
[Note: This or another social science research methods text is highly recommended for reference purposes. Prior foundational knowledge of basic research methodology is assumed.]

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

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

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

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

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

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

Centers for Disease Control and Prevention: www.cdc.gov/

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

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

National Institute on Aging: 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

Randall Information Center Research (Social Work Library): https://libraries.usc.edu/locations/social-work-information-center

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 (klincoln@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.symplicity.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 Student Accessibility Services
https://osas.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.