USC Suzanne Dworak-Peck
School of Social Work

Social Work 713
Section 67713
Summer 2022

The Application of Implementation Science

3 Units

Instructor:	Rick Newmyer, MSW		
Email:	newmyer@usc.edu	**Course Day:**	Wednesday
Telephone:	619.370.1350	**Course Time:**	5:00 to 7:00 p.m. Pacific
Office:	Virtual	**Course Location:**	Virtual
Office Hours:	By Arrangement (flexible)		

COURSE PREREQUISITES, CO-REQUISITES, AND CONCURRENT ENROLLMENT

None

CATALOGUE DESCRIPTION

Introduction to doctoral level implementation science literature. Introducing principles, theories, frameworks, and practice in implementing innovative and evidence-based practices, programs, and policies.

COURSE DESCRIPTION

The purpose of this course is to introduce students to the principles, theories, frameworks, and practice of implementation science. Students will learn to develop an evidence-based implementation plan to successfully implement their future program. This course is a review course of implementation science terminology and methodology that utilizes the same research methods that students were first introduced to in their master level program or similar training. The methods reviewed in this course support the more applied dissemination and implementation research focus of this class in the DSW. Students will develop skills focused on examining facilitators and challenges faced in implementing evidence-based practices (EBPs), programs, and policies, especially those that address the Grand Challenges of social work. Furthermore, students will learn strategies that are guided by theories, models, and frameworks for overcoming these challenges with the goal of successfully implementing and sustaining EBPs in real-life settings. Evidence have shown that many developed programs failed to be fully implemented once they are tested in real-life settings, and sustained overtime. This is especially the case when programs are implemented in complex and dynamic contexts. Thus, this application-focused class will help students address this gap by learning to analyze implementation barriers and facilitators and find appropriate implementation strategies for applying an EBP in a hypothetical community or organizational setting. The three assignments will measure students' abilities to demonstrate these skills.

COURSE FORMAT / INSTRUCTIONAL METHODS

This course will use a student-centered learning approach that is both didactic and interactive. Case vignettes, video clips and class exercises will accompany lectures and assigned weekly readings.

Professional standards and confidentiality: Students are expected to adhere to all the core principles contained in the NASW Code of Ethics (1999) and are cautioned to use their professional judgment in protecting the confidentiality of clients in class discussions.

Person-first language: Students should be especially careful not to contribute unwittingly to myths about chronic health conditions, mental illness and disability in the conduct of practice, research, interpretation of data, and use of terms. The integrity of persons being addressed should be maintained by avoiding language that pathologizes or equates persons with the conditions they experience (such as "a schizophrenic," "a borderline," "addicts," "epileptics," or "the disabled") or language that implies that the person as a whole is disordered or disabled, as in the expression "chronics," "psychotics," or "disabled persons." Emphasis should be on the person first, not the disability. This is accomplished by putting the person-noun first (i.e., "persons [or people] with disabilities," or "an individual diagnosed with schizophrenia").

COURSE OBJECTIVES

#	Course Objectives
1	Understand the role of implementation science in addressing the social work Grand Challenges and other social problems.
2	Apply the principles, theories, frameworks, and practice of implementation science to explore, design, compare, plan, implement, monitor, and evaluate innovative and evidence-based practices (EBPs), programs, and policies.
3	Analyze barriers and facilitators faced in exploring, planning, implementing, and sustaining innovative and EBPs / programs, and policies.
4	Identify, compile, and compare implementation strategies for overcoming barriers and leveraging facilitators in order to successfully implement, monitor, and sustain the EBP to increase its adoption into usual practice.
5	Demonstrate the ability to design and present an implementation strategy of student's selected EBP that includes explanations of linkages between social problems and the proposed innovations, analysis of barriers and facilitators, identification and justification of chosen implementation strategies and procedures to maximize effects of the intervention.

STUDENT LEARNING OUTCOMES

The following table lists ten program competencies or student learning outcome objectives, which are the basis of the student learning outcomes in the DSW program:

#	Core Competencies
1	Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
2	*Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.
3	*Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy
4	Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5	Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6	Accurately map the organizational and policy environment affecting options for social change.
7	*Use logic models to carefully plan for and maximize impact with proposed interventions.
8	Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.
9	Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
10	Create positive social impact in complex systems and at scale

* *Highlighted in this course*

See **Appendix A** for a table, which details the competencies highlighted in this course. Program goals are also provided.

COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% Of Final Grade
Assignment 1: Evidence-Based Practice	Unit 5	30%
Assignment 2: Implementation Barriers and Facilitators	Unit 8	30%
Assignment 3: Implementation Strategies and Outcomes	Unit 10	30%
Class Participation	Ongoing	10%

Assignment 1: Evidence-based Practice
- You will assess an evidence-based program/practice (EBP) related to your Grand Challenge area of interest. Perform a systematic literature review of the selected EBP, focusing on peer-reviewed sources. To help you understand existing evidence and the state of the field, it is recommended that your review include papers containing a meta-analysis of the EBP (if available).
- *This assignment relates to course objectives 1, 2, 3 and DSW competencies 1, 2, 3.*
- **30% of your course grade**
- **Due on week 5**

Assignment 2: Implementation Barriers and Facilitators
- Apply the EPIS framework to the EBP you selected for Assignment 1. Consider the inner and outer context barriers/facilitators you might face if you were to implement the EBP in your community or organizational setting. Include a diagram (figure) in the appendix to systematically summarize the inner and outer context barriers and facilitators based on EPIS.
- *This assignment relates to course objectives 1, 2, 3, 4 and DSW competencies 1, 2, 3.*
- **30% of your course grade**
- **Due on week 8**

Assignment 3: Implementation Strategies and Outcomes
- Provide a description of the strategies and outcomes for a hypothetical implementation of the EBP in your own community or organization.
- *This assignment relates to course objectives 1, 2, 3, 4, 5 and DSW competencies 2, 3, 7.*
- **30% of your course grade**
- **Due on week 10**
- **Students will share their plans during class on weeks 10, 11, and 12**

Class Participation (10% of Course Grade)
Students are 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 (where possible).
Participation is 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. Asynchronous material for each unit should be completed before the live session. When in class, students demonstrate understanding of the material and are prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Additionally, placing camera on hold for longer than a few minutes is not considered participation. Placing camera on hold for longer than a few minutes is equivalent to an absence.

Contributions in class should reflect solid preparation and frequent participation. Students should strive to offer constructive insights and provoking comments for deeper thought.

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 AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks
Brownson, R. C., Colditz, G. A., & Proctor, E. K., (Eds.), (2017). *Dissemination and implementation research in health: Translating science to practice* (2nd Ed.). New York: Oxford University Press.

Palinkas, L. A., & Soydan, H. (2012). *Translation and implementation of evidence-based practice*. New York: Oxford University Press.

Notes:
- Required journal articles are found on USC ARES (**library course reserves under course number SOWK 713).**
- Additional required and recommended readings/viewings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview

Wk	Date	Topics	Async	Assignments
1	May 18	Student & faculty introductions; course overview and aims; assignments. Discuss: • The Quality Chasm • The Translation Pipeline Definitions Evidence-based practice • What makes a practice evidence-based? • Steps to engaging in evidence-based practice • Sources of information on evidence-based practices	Unit 1 Unit 2	
2	May 25	Implementation Science and the Grand Challenges of Social Work • D & I and inequities, disparities and social justice • The Three Sciences • Creating Social Responses to Changing Environment: Defining the Problem • Creating Social Responses to Changing Environment: Defining the Solution	Unit 3	
3	June 1	Implementation Theories, Models and Frameworks (TMFs) • Theories: Diffusion of Innovation • Frameworks: EPIS, CFIR and RE-AIM • The role of TMF in guiding the implementation process	Unit 4	
4	June 8	The role of organizational processes in implementation • Outer and inner contextual factors • Complex health interventions • The role of implementation leadership and climate EPIS: Exploration Stage • Outer context of implementation • Inner context of implementation EPIS: Preparation Stage • Outer context of implementation • Inner context of implementation	Unit 5 Unit 6	
5	June 15	EPIS Implementation Stage: Outer and inner context of implementation • RE-AIM: Implementation Dimension • Case Study: Child Success New York City	Unit 7	Assignment 1
6	June 22	EPIS Sustainment Stage: Outer and inner context of sustainment • Why is so challenging to plan for sustainment? • Case Study: Garrett Lee Smith Suicide Prevention Program in Tennessee	Unit 8	
7	June 29	Implementation strategies and outcomes • Discrete strategies • Multifaceted strategies • Implementation outcomes • Conceptual Diagram for this course	Unit 9	

8	July 6	Using and Maximizing Social Networks to Support Implementation • Social network theory and methods • Social networks and implementation • Case Study: Using Community Development Teams to Scale up TFCO Building Implementation Partnerships • The role of partnerships in implementing EBPs • Community-based participatory research (CBPR) and Co-creation approaches to promote participatory and community-based approaches to program development and implementation • Case studies of successful partnerships • Common elements of successful partnerships	Unit 10 Unit 11	Assignment 2
9	July 13	Fidelity of evidence-based practices • Defining fidelity • Monitoring and measuring fidelity Adaptation/Tailoring Evidence-Based Practices to local Contexts • Choosing between fidelity and adaptation • Dynamic Adaptation Process • Adaptation frameworks and approaches: RE-FRAME, Functions and Forms Cultural adaptation of programs and practice	Unit 12 Unit 13	
10	July 20	Tracking Progress during EBP Implementation • Measuring dissemination and implementation process and outcomes • Conceptual diagram / implementation logic model • Tracking methods and tools Presentation of Implementation Plan • Present your own and respond to colleague's plans	Unit 14	Assignment 3
11	July 27	Presentation of Implementation Plan • Present your own and respond to colleague's plans	Unit 15	
12	Aug 3	Presentation of Implementation Plan • Present your own and respond to colleague's plans		

COURSE SCHEDULE—DETAILED DESCRIPTION

Week 1	Course Overview, Implementation Science, Evidence-Based Practice	May 18

Topics
- Introductions, course overview, and assignments
- The Quality Chasm
- The Translation Pipeline Definitions
- Evidence-based practice
  - What makes a practice evidence-based?
  - Steps to engaging in evidence-based practice
  - Sources of information on evidence-based practices

Async Units 1 and 2

Required Readings
Brownson et al., Chapters 1 and 3
Palinkas & Soydan, Chapter 2

This week relates to course objectives 1, 2, 3, 4.

Week 2	Implementation Science and the Grand Challenges of Social Work	May 25

Topics
- D & I and inequities, disparities, and social justice
- The Three Sciences
- Creating Social Responses to Changing Environment:
- Defining the Problem
- Creating Social Responses to Changing Environment: Defining the Solution

Async Unit 3

Required Readings
Cabassa, L.J. & Bauman, A.A. (2013). A two-way Street: Bridging implementation science and cultural adaptations of mental health treatments. Implementation Science, 8 (90). https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-8-90

Gehlert, S., Hall, K., & Palinkas, L. A. (2017). Preparing our next-generation scientific workforce to address the grand challenges for social work. *Journal of the Society for Social Work and Research*, 8(1) doi: 10.1086/690659.

This week relates to course objectives 1, 4.

Week 3	Implementation Theories, Models, and Frameworks	June 1

Topics
- Theories: Diffusion of Innovation
- Frameworks: EPIS, CFIR and RE-AIM
- The role of TMF in guiding the implementation process

Async Unit 4

Required Readings

Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health* 38, 4-23.

Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science* 10.

Evans, R., Murphy, S., & Scourfield, J. (2015). Implementation of a school-based social and emotional learning intervention: understanding diffusion processes within complex systems. *Prevention Science*, 16(5), 754-764.

Websites to visit:
EPIS Framework https://episframework.com/

RE-AIM Framework https://www.re-aim.org/

Consolidated Framework for Implementation Research https://cfirguide.org/

This week relates to course objectives 1, 2, 3.

Week 4	The Role of Organizational Processes in Implementation	June 8

Topics
- Outer and inner contextual factors
- Complex health interventions
- The role of implementation leadership and climate
- Stages of Implementation
    - EPIS: Exploration Stage
    - EPIS: Preparation Stage
- Identification of barriers and facilitators during these stages: Outer and inner context
- Case Study: Implementation of evidence-based mental health interventions by LA County DMH
- Definition corner: Highlight 2 key definitions

Async Units 5 and 6

Required Readings

Brownson et al., Chapter 8

Glisson, C., & Schoenwald, S. K. (2005). The ARC organizational and community intervention strategy for implementing evidence-based children's mental health treatments. *Mental Health Services Research*, 7, 243–259. doi:10.1007/s11020-005-7456-1.

Brownson et al., Chapter 21 and 22

This week relates to course objectives 1, 2, 3.

Week 5	EPIS Implementation Stage	June 15

Topics
- Inner and outer context of implementation
- RE-AIM: Implementation Dimension
- Case Study: Child Success New York City
- Definition corner: Highlight 2 key definitions

Async Unit 7

Required Readings
Palinkas & Soydan, Chapter 5

Lengnick-Hall, R., Willging, C., Hurlburt, M., Fenwick, K. & Aarons, G.A. (2020). Contracting as a bridging factor linking outer and inner contexts during EBP implementation and sustainment: A prospective study across multiple U.S. public sector service systems. *Implementation Science* 15(43). Available: https://implementationscience.biomedcentral.com/articles/10.1186/s13012-020-00999-9

This week relates to course objectives 1, 2, 3.

Assignment 1 due

Week 6	EPIS Sustainment Stage	June 22

Topics
- Outer and inner context of sustainment
- Why is so challenging to plan for sustainment?
- Case Study: Garrett Lee Smith Suicide Prevention Program in Tennessee
- Definition corner: Highlight 2 key definitions

Async Unit 8

Required Readings
Brownson et al., Chapter 26
Palinkas & Soydan, Chapter 6

This week relates to course objectives 1, 2, 3.

Week 7	Implementation Strategies and Outcomes	June 29

Topics

- Discrete strategies
- Multifaceted strategies
- Implementation outcomes
- Conceptual Diagram for this course
- Definition corner: Highlight 2 key definitions

Async Unit 9

Required Readings

Powell, B. J., Waltz, T. J., Chinman, M. J., Damschroder, L. J., Smith, J. L., Matthieu, M. M., .. & Kirchner, J. E. (2015). A refined compilation of implementation strategies: results from the Expert Recommendations for Implementing Change (ERIC) project. *Implementation Science*, 10, 21.

Smith, J.D., Li, D.H., & Rafferty, M.R. (2020). The implementation research logic model: A method for planning, executing, reporting and synthesizing implementation projects. *Implementation Science*, 15(84). https://doi.org/10.1186/s13012-020-01041-8

This week relates to course objectives 1, 2, 3, 4.

Week 8	Using and Maximizing Social Networks to Support Implementation	July 6

Topics

- Social network theory and methods
- Social networks and implementation
- Case Study: Using Community Development Teams to Scale up TFCO
- Definition corner: Highlight 2 key definitions
- The role of partnerships in implementing EBPs
- Community-based participatory research (CBPR) and Co-creation approaches to promote participatory and community-based approaches to program development and implementation
- Case studies of successful partnerships
- Common elements of successful partnerships

Async Units 10 and 11

Required Readings

Palinkas LA, Holloway IW, Rice E, Fuentes D, Wu Q, & Chamberlain, P. (2011). Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed methods study. *Implementation Science*, 6, 113.

Valente T., Palinkas L.A., Czaja, S., Chu K.H., & Brown, C.H. (2015). Social network analysis for program implementation (SNAPI). PLOS One, 10(6), e0131712. doi:10.1371/journal.pone.0131712

Brownson et al., Chapter 11

Palinkas & Soydan, Chapter 7

Palinkas LA, Short C, & Wong M. (2015) Research-practice partnerships for implementation of evidence-based practices in child welfare and child mental health. New York: William T Grant Foundation, http://blog.wtgrantfoundation.org/post/125440468772/new-report-partnerships-and-evidence-based

This week relates to course objectives 1, 2, 3, 4.

<mark>**Assignment 2 due**</mark>

Week 9	Fidelity and Adaptation of Evidence-Based Practices	July 13

Topics
- Defining fidelity
- Monitoring and measuring fidelity
- Adaptation/Tailoring Evidence-Based Practices to local Contexts
  - Choosing between fidelity and adaptation
  - Dynamic Adaptation Process
  - Adaptation frameworks and approaches: RE-FRAME,
  - Functions and Forms Cultural adaptation of programs and practice

Async Units 12 and 13

Required Readings
Brownson et al., Chapter 16.

Schoenwald, S. K., Garland, A., Chapman, J. E., Frazier, S. L., Shaidow, A. J., & Southam-Gerow, M.A. (2011). Toward the effective and efficient measurement of implementation fidelity. *Administration and Policy in Mental Health*, 38, 32-43.

This week relates to course objectives 1, 2, 3, 4.

Week 10	Tracking Progress During EBP Implementation and Presentation	July 20

Topics
- Measuring dissemination and implementation process and outcomes
- Conceptual diagram / implementation logic model
- Tracking methods and tools
- Presentation of Implementation Plan
  - Present your own and respond to colleague's plans

Async Unit 14

Required Readings

Aarons, G. A., Green, A. E., Palinkas, L. A., et al. (2012). Dynamic adaptation process to implement an evidence-based child maltreatment intervention. *Implementation Science*, 7, 32.

Cabassa, L, & Baumann, A. A. (2013). A two-way street: bridging implementation science and cultural adaptations of mental health treatments. *Implementation Science*, 8, 90. http://www.implementationscience.com/content/8/1/90

This week relates to course objectives 1, 2, 3, 4.

<mark>**Assignment 3 due**</mark>

Week 11	Presentation of Implementation Plan	July 27

Topics
- Present your own and respond to colleague's plans

Async Unit 15

This week relates to course objectives 1, 2, 3, 4.

Week 12	Presentation of Implementation Plan and Course Wrap-Up	August 3

Topics
- Present your own and respond to colleague's plans
- Course Wrap-Up

This week relates to course objectives 1, 2, 3, 4.

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
F. Support Systems and Additional Resources

Appendix A: Description of DSW Core Competencies Highlighted in this Course

DSW Program Goals
1. The foundation for the DSW curriculum and student academic products rests on three pillars: (1) problem definition within the Grand Challenges for Social Work; (2) innovative design; and (3) executive leadership in human service organizations and community contexts.
2. Student academic work will culminate in a substantive advance in practice or policy related to one of the Grand Challenges for Social Work.
3. Aligned with the goals for a science of social work, curricula will be multi- and interdisciplinary and reflect diverse public and private sector perspectives on social innovation and organizational problem-solving in complex systems.
4. Courses will emphasize bold action leading to scaling of programs, disruption, or other changes that promote social justice and human potential.
5. Graduates will emerge as effective leaders in social work or allied fields, prepared to excel in executive management roles.
6. Graduates will emerge as capable public intellectuals who exemplify the core values, ethical principles, and standards of the NASW Code of Ethics.

DSW Program Competencies/Student Learning Outcome Objectives
1. Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
2. Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.
3. Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
4. Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5. Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6. Accurately map the organizational and policy environment affecting options for social change.
7. Use logic models to carefully plan for and maximize impact with proposed interventions.
8. Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.
9. Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
10. Create positive social impact in complex systems and at scale.

2	Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.
3	Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
7	Use logic models to carefully plan for and maximize impact with proposed interventions.

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: APA.

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

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

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

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

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

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

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

National Institute of Mental Health http://www.nimh.nih.gov/

Oxford Academic Group: Program Evaluation Resources
http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa

Randall Information Center Research (Social Work Library)
http://sowk.wordpress.com/

Grand Accomplishments in Social Work. (Grand Challenges for Social Work Initiative, Working Paper No. 2). Baltimore, MD: American Academy of Social Work and Social Welfare. http://aaswsw.org/wp-content/uploads/2015/04/FINAL-Grand-Accomplishments-4-2-2015-formatted-final.pdf

Recommended Videos
Google Drive Link to SOWK 546 (Science of Social Work) videos for SOWK 713 students to review a few concepts associated with research methods (anyone with a USC account can open the link).
https://drive.google.com/drive/u/0/folders/1EdeTABR7lQhl24Qxci061_pNOSM7_2Qr

Program Evaluation Overview
https://www.youtube.com/watch?v=bt_hFtsv7Yc

Research Design: A Simple Approach
https://www.youtube.com/watch?v=_a7lnMfjWgg

**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 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

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

- 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 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.