

SOWK 546: Science of Social Work

Spring 2024

Section 60989D, 3 Units

Class Time and Location: Tuesday 8:00 – 10:50 AM PT @ MRF 229

*“Most of the world will make decisions by either guessing or using their gut.
They will be either lucky or wrong.” ~ Suhail Doshi*



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& By appointment

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Introduction to the role of scientific inquiry in advancing social work goals. Inspires students to include science in their social work identity and professional decision-making.

III. COURSE DESCRIPTION

Students taking this course will develop an appreciation for the historical and contemporary roles of the science of social work, that is the use of empirical evidence and inquiry to advance the goals of professional social work. They also will develop a strong understanding of how the science of social work can inform and improve their own professional practice.

The course is designed to provide students with inspiration and training on harnessing their own critical and creative thinking. Emphasis is placed on the process of conceptualizing social work practice problems and questions (or “practice dilemmas”) that can be addressed by the science of social work.

Students will enhance their ability to effectively and efficiently locate the best available evidence for informing their professional practice, with a focus on locating evidence presented in articles published in high-impact journals. They also will develop strategies for appraising the level, quality, and applicability of empirical evidence as it relates to their practice questions and areas of professional interest. Additionally, students will strengthen their ability to translate and apply the best available evidence while considering their clients’ values and wishes, their own practice

knowledge and abilities, and contextual factors. Throughout the course, students will reflect on and come to better understand the role that cultural diversity and difference play in the location, appraisal, and application of social work evidence.

By the end of the course students will be well-versed in the science of social work and in how to apply the concept as consumers of social work knowledge. They will be prepared to enter subsequent courses designed to enhance their ability to use the science of social work to evaluate professional practice (including their own) in a specialized area of practice.

IV. COURSE OBJECTIVES

Objective #	Objective
1	Appreciate how the science of social work is integral to professional social work and to one's own identity and development as a professional social worker.
2	Use reflection and self-assessment as part of routine professional practice in order to identify practice problems and questions (i.e., practice dilemmas) that could be addressed by enhancing one's own professional knowledge. Formulate practice questions and effectively and efficiently locate the best available evidence for addressing specified practice questions.
3	Apply critical and creative thinking when appraising the strength of quantitative and qualitative research findings.
4	Use the best available empirical evidence to address practice problems and questions. Consider context, diversity and difference, and ethical and political considerations when adapting and translating empirical evidence in professional practice.
5	Be prepared to enter more advanced courses that provide training in the use of the science of social work to evaluate professional practice in a specialized area of practice.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Delivery of this course assumes that student interests and active participation are fundamental to a dynamic, high-functioning learning environment that promotes discussion, questions, self-reflection, and critical thinking. Operating from this basic assumption, this course will utilize multiple formats, including:

- (a) self-reflection
- (b) didactic and interactive presentation of material
- (c) small and large group discussion
- (d) student-led discussions
- (e) experiential activities

Overall, students will have substantial involvement in the shared identification of materials for discussion in the course as instructor and students work together to address meaningful practice and policy questions. A number of course assignments and activities ask students to address practice problems and questions of interest to them. Through task-centered assignments and activities, students will assume responsibilities for learning and for creating an engaging learning environment that responds to their passions, interests, goals, and abilities, and that address some of the challenges related to the application of the science of social work in professional practice. Online teaching and learning environments and platforms will support

and facilitate student learning, communication and interaction, as well as access to instructor support.

Please note that it may be necessary for the instructor to adjust the syllabus and/or course during the semester.

Instructor’s Oath

“As your instructor, to each of you, I pledge the following:

- *To appreciate you, your time and your effort*
- *To be available and responsible*
- *To be encouraging and supportive*
- *To be objective and fair*
- *To be prompt and timely*
- *To be respectful, professional and appropriate*
- *To accommodate when appropriate and within reason*
- *To try to be an engaging and effective instructor, and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook”*

If at any time you (the student) feel I (the instructor) have not honored this oath, please contact me (Dr. Shinyi Wu, shinyiwu@usc.edu) so that I am aware of your concerns and have an opportunity to address them. If you feel that you cannot discuss your concerns about the course with me, you should contact the Course Lead (Devon Brooks, devon.brooks@usc.edu). If your concerns remain unresolved, then you can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

VI. STUDENT LEARNING OUTCOMES

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

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*
	4a. Apply research findings to inform and improve practice, policy and programs.
	4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
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*

9a. Select and use culturally responsive methods for evaluation of outcomes.

9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities.

* Indicates competencies highlighted in this course

VII. COURSE ASSIGNMENTS, DUE DATES & PERCENT OF FINAL GRADE

Assignments

Assignments for the course consist of 3 written assignments, including (1) a Practice Knowledge Critical Reflection and Self-Assessment, (2) a Professional Resource Collection and Research Article Appraisal, and (3) an Evidence-Based Practice Brief. All assignments are designed to relate to and build on one another. As such, it is imperative that assignments be submitted by their due dates. Assignments should be submitted as described in the guidelines for the assignment.

Assignment Submissions, Extensions & Extra Credit Policy

By 11:59 PM of the specified deadlines, assignments should be submitted through the course's learning management system (LMS). You are responsible for ensuring successful submission of your assignments and are encouraged to maintain a copy of the submission confirmation for your records.

Prior to the due date, extensions may be granted for extenuating circumstances at my discretion. I will confirm an extension and revised due date in writing/email. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at my discretion, assuming extenuating circumstances. I may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

Grading Timeline

Students should expect grading and feedback from the instructor within two to three weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due^[1] Date	% of Grade
Assignment 1 <i>Practice Knowledge Critical Reflection & Self-Assessment</i>	1, 2	Unit 5 <u>Feb. 6</u>	20%
Assignment 2 <i>Professional Resource Collection & Research Article Preliminary Appraisal</i>	1, 2, 3, 4	Unit 10 <u>Mar. 19</u>	35%
Assignment 3 <i>Research Article Comprehensive Appraisal and Application</i>	1, 2, 3, 4, 5	Unit 15 <u>Apr. 23</u>	35%
Active and Proactive Learning, & Meaningful Participation		Units 1-15	10%

^[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 - Practice Knowledge Critical Reflection and Self-Assessment (20% of course grade)

The overarching aim of Assignment 1 is to increase your appreciation of the science of social work by helping you to identify ways in which personal passions and professional interests and goals can be nurtured and enhanced through reflection and self-assessment. The assignment consists of three parts. The first part of the assignment addresses the connection between your cultural characteristics, life experiences and professional identity as a social worker. The second part of the assignment relates to current areas of professional interest and the professional knowledge you currently have in your specified area of interest. Finally, in the third part of the assignment, you will develop practice questions related to your specified areas of interest.

Assignment 2 - Professional Resource Collection and Research Article Preliminary Appraisal (35% of course grade)

The overarching aim of Assignment 2 is to enhance your ability to effectively locate information and empirical evidence relevant to specialized practice in areas that are consistent with your professional goals and interests. The assignment consists of three parts. The first part of the assignment involves locating different kinds of information relevant to the effectiveness practice question that you formulate in Part 3 of Assignment 1. The second part of the assignment focuses on locating academic articles describing empirical research studies relevant to the effectiveness practice question that you formulated. During the course, you will learn a core set of concepts and terminology related to scientific inquiry that you will be expected to understand

and apply in the final part of the assignment, which consists of a critical appraisal of a research article and study.

Assignment 3 – Research Article Comprehensive Appraisal and Application (35% of course grade)

Assignment 3 builds on Assignment 2. The assignment consists of a critical appraisal of a research article and study. Whereas the previous assignment focuses on appraisal of design and sampling methods, Assignment 3 focuses on appraisal of measurement methods and analyses. Additionally, Assignment 3 aims to prepare you for professional practice by enhancing your ability to integrate, translate, apply, and adopt the empirical evidence offered by the appraised article and study, taking into account limitations of the article and study and client characteristics and goals, your professional knowledge and expertise, and contextual factors.

Active and Proactive Learning, & Meaningful Class Participation (10% of course grade) Units 1 – 15

You are expected to be active participants in your learning and proactive. This will require mental, physical and perhaps emotional effort from you, both inside and outside the formal classroom. **Active learning** involves assuming responsibility for learning; completing required readings and materials prior to class; and coming to class with thoughtful comments, reflections or questions about concepts, readings, and assignments. **Proactive learning** involves anticipating workload and challenges and taking the initiative to reach out to the instructor when concerned about possible challenges in the class.

Along with active and proactive learning, you are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. **Meaningful participation** consists of thoughtful and respectful participation based on having completed required readings and assignments prior to class. For our purposes, “contributing to the development of a positive learning environment” refers to the extent to which you participate in or help create an environment that is open, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings in which learning, or teaching might occur, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the [Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the criteria that will be used to determine the participation grade. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
<input type="checkbox"/> Student demonstrates active and proactive learning.	0	1	2
<input type="checkbox"/> Student communicates with the instructor about (a) the course, (b) her/his/their performance in the course, and (c) the instructor's performance in the course.	0	1	2
<input type="checkbox"/> Student's communication, behavior, and participation are respectful, professional, and appropriate (this includes appropriate use of desktops/laptops and mobile devices during class).	0	1	2
<input type="checkbox"/> Student participates in a meaningful way and helps to maintain a positive learning environment.	0	1	2
<input type="checkbox"/> Student helps <i>create</i> a positive learning environment.	0	1	2

Grading

Class grades will be based on the following:

Grade Point Average / Letter Grade	Corresponding Numeric Grade / Letter Grade
3.85 – 4.00 A	93 – 100 A
3.60 – 3.84 A-	90 – 93 A-
3.25 – 3.59 B+	87 – 89 B+
2.90 – 3.24 B	83 – 86 B
2.60 – 2.87 B-	80 – 82 B-
2.25 – 2.50 C+	77 – 79 C+
1.90 – 2.24 C	73 – 76 C
1.89 & below C- (Failing Grade)	Below 73 C- (Failing Grade)

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: 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 C- 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.

Attendance

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

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. You must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Boston, MA: Cengage Learning.

In addition to the Rubin & Babbie text, other required and recommended readings are available through ARES or the USC Libraries.

Recommended Supplements

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work*. NY: Springer.

Kirk, S, & Reid, W. J. (2012). *Science and social work: A critical appraisal*. Columbia University Press.

Pyrzczak, F. (2012). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Pyrczak Publishing.

Rubin, A., & Bellamy, J. (2012). *Using research for evidence-based practice* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Wheeler, C. (2013). *Naked statistics: stripping the dread from the data*. New York, NY: W. W. Norton & Company, Inc.

Guides for APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>

USC guide to avoiding plagiarism:

<http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

USC Libguides

Sample papers using APA style: http://libguides.usc.edu/ld.php?content_id=9235241

APA citation guide: <http://libguides.usc.edu/APA-citation-style>

Evidence-Based practice resources: <http://libguides.usc.edu/socialwork/socialworkEBP>

Tests and measures: <http://libguides.usc.edu/socialwork/measurements>

Writing guide: <http://libguides.usc.edu/writingguide>

Recommended Social Work Organizations

National Association of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research. Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

American Evaluation Association. Available at <http://www.eval.org>

Course Overview and VAC Asynchronous Index¹

The table below presents the topics for each unit of instruction. You are expected to attend class having already completed the required reading and material.

Class Week	Unit	Topic	Due
PART I – THE ROLE OF SCIENCE IN SOCIAL WORK			
1 Jan. 9	1	Introduction to the Science of Social Work <ul style="list-style-type: none"> ▪ Welcome and Introductions ▪ Overview of Course and Syllabus ▪ Introduction to the Science of Social Work <ul style="list-style-type: none"> - Social Work Values and Empirical Evidence ▪ Exploring Your Professional Interests and Goals 	
2 Jan. 16	2	Engaging in Evidence-Based Social Work Practice <ul style="list-style-type: none"> ▪ Introduction to Evidence-Based Practice (EBP) in Social Work ▪ Assessing Clients and Identifying Professional Knowledge Needs ▪ Specifying Practice Dilemmas 	
3 Jan. 23	3	Formulating Practice Questions <ul style="list-style-type: none"> ▪ Using the PICO Framework to Formulate Answerable Practice Questions ▪ Using Evidence and Research Hierarchies to Determine the “Best Available Evidence” <ul style="list-style-type: none"> - Levels of Empirical Evidence ▪ Appraising Levels of Evidence 	
4 Jan. 30	4	Searching for Empirical Evidence <ul style="list-style-type: none"> ▪ Multi-disciplinary Sources of Information, Professional Knowledge, and Empirical Evidence ▪ Finding Relevant Empirical Knowledge and the Best Available Evidence ▪ Appraising Sources of Evidence 	
PART II – APPRAISING THE QUALITY AND APPLICABILITY OF RELEVANT EMPIRICAL KNOWLEDGE			
5 Feb. 6	5	Appraising Research Articles and the Quality of Evidence; Research Design Methodology <ul style="list-style-type: none"> ▪ Understanding the Research Process 	<u>ASSIGNMENT 1</u> <u>DUE</u>

¹ **Presidents Day** is Monday, **February 20**, **Spring Break** is **Monday March 13**. On these days, there will be no Live Sessions. However, asynchronous content for the units should still be completed during the class week that the unit takes place.

Class Week	Unit	Topic	Due
		<ul style="list-style-type: none"> ▪ <u>Research Article Appraisal:</u> <ul style="list-style-type: none"> - Identifying Goals of Research Studies ▪ Appraising Quality of Evidence ▪ Introduction to Research Design [for assessing quality of evidence] <ul style="list-style-type: none"> - Group Based Designs - Causality 	Practice Knowledge Critical Reflection and Self-Assessment
6 Feb. 13	6	Measurement Methods: Variables <ul style="list-style-type: none"> ▪ Qualitative and Quantitative Measurement ▪ Characteristics of Variables ▪ Ethical and Cultural Issues 	
7 Feb. 20	7	Measurement Methods: Data Collection <ul style="list-style-type: none"> ▪ Data Collection Techniques ▪ Locating Testing and Measurement Tools ▪ Ethical and Cultural Issues (Continued) 	
8 Feb. 27	8	Appraising Measurement Methods and Instruments: Reliability and Validity <ul style="list-style-type: none"> ▪ Validity and Reliability ▪ Research Article Appraisal ▪ Identifying and Appraising Measurement Methods ▪ Appraising and Selecting Instruments for Professional Social Work Practice 	
9 Mar. 5	9	Sampling Methods <ul style="list-style-type: none"> ▪ Nonrandom and Random Sampling Methods ▪ Ethical and Cultural Issues 	
Mar. 12	No class	SPRING RECESS March 10-17	
10 Mar. 19	10	Appraising Sampling Methods, External Validity and Applicability of Evidence <ul style="list-style-type: none"> ▪ External Validity and Threats to External validity ▪ Appraising Applicability of Evidence 	<u>ASSIGNMENT 2 DUE</u> Professional Resource Collection and Research Article Preliminary Appraisal
11 Mar. 26	11	Research Ethics <ul style="list-style-type: none"> ▪ Historical examples of research involving human subjects and their impact ▪ Belmont Report 	

Class Week	Unit	Topic	Due
12 Apr. 2	12	Appraising Internal Validity and Group-Based Design Methods <ul style="list-style-type: none"> ▪ Review of Group Based Design [Unit 5] ▪ Internal Validity and Threats to Internal Validity ▪ <u>Research Article Appraisal:</u> <ul style="list-style-type: none"> - Identifying and Appraising Design Methods 	
PART III – USING EMPIRICAL EVIDENCE TO INFORM PROFESSIONAL PRACTICE			
13 Apr. 9	13	Understanding and Synthesizing Results from Research Articles <ul style="list-style-type: none"> ▪ Qualitative Data and Analyses ▪ <u>Research Article Appraisal:</u> <ul style="list-style-type: none"> - Interpreting Results from Qualitative Studies ▪ Adapting and Translating Qualitative Evidence into Interculturally-Responsive and Competent Practice 	
14 Apr. 16	14	Understanding and Synthesizing Results from Research Articles (Continued) <ul style="list-style-type: none"> ▪ Quantitative Data and Analyses <ul style="list-style-type: none"> - Statistical Tests ▪ Results from Quantitative Studies and Meta-Analyses ▪ Findings from Systematic Reviews ▪ <u>Research Article Appraisal:</u> <ul style="list-style-type: none"> - Interpreting Results from Quantitative Studies ▪ Adapting and Translating Quantitative Evidence into Interculturally-Responsive and Competent Practice 	
15 Apr. 23	15	Using the Science of Social Work to Improve Practice, Policy, Services, and Organizations <ul style="list-style-type: none"> ▪ Preparing for Implementation and Evaluation of Evidence-Based Practice Decision-Making <ul style="list-style-type: none"> - Engaging Clients in Decision-Making ▪ Course Review and Wrap-Up <ul style="list-style-type: none"> - Next Steps for the Science of Social Work 	<u>ASSIGNMENT 3</u> <u>DUE</u> Research Article Comprehensive Appraisal and Application

Detailed Course Readings and Topics

ERROR! REFERENCE SOURCE NOT FOUND.

Introduction to the Science of Social Work

CLASS WEEK 1
UNIT 1

Objectives

- 1) To provide an overview of the course.
- 2) To deepen your understanding of the mission of the social work profession and to enhance your identification with the profession, including the profession's emphasis on social work knowledge and science.
- 3) To introduce the Science of Social Work and establish its value and role in professional social work practice.

Topics

- Welcome and Introductions
- Overview of Course and Syllabus
- Introduction to the Science of Social Work
 - Social Work Values and Empirical Evidence
- Exploring Your Professional Interests and Goals

Required Reading

Please carefully review the course syllabus.

Rubin, A. & Babbie, R. (2016). *Essential Research Methods for Social Work*.

- Chapter 1: Why Study Research [p. 3-21]

Recommended Reading

Brekke, J. S. (2012). Shaping a science of social work. *Research on Social Work Practice*, 22(5), 455-464.

Longhofer, J., & Floersch, J. (2014). Values in a science of social work: values-informed research and research-informed values. *Research on Social Work Practice*, 24(5), 527-534.

National Association of Social Work (2021). *Code of Ethics of the National Association of Social Workers*. Washington, DC.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Engaging in Evidence-Based Social Work Practice

CLASS WEEK 2
UNIT 2

Objectives

- 1) To introduce Evidence-Based Practice and its relationship to the Science of Social Work.
- 2) To illustrate the diverse ways in which EBP are integral to professional social work practice.

Topics

- Introduction to Evidence-Based Practice (EBP) in Social Work
- Assessing Clients and Identifying Professional Knowledge Needs
- Specifying Practice Dilemmas

Required Reading

Rubin, A. & Babbie, R. (2016). *Essential Research Methods for Social Work*. Chapter

- Chapter 2: Evidence-Based Practice [p. 23-41]
- Chapter 4: Factors Influencing the Research Process (p.59-75)

Recommended Reading

Rubin, A., & Bellamy, J. (2012). *Practitioner's Guide to Using Research for Evidence-Based Practice*:

Chapter 1 - Introduction to evidence-based practice (pp. 3-27).

Chapter 2 – Steps in the EBP process (pp. 28-49).

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work*:

Chapter 4: Assessment in clinical social work and identifying practice information needs (pp. 55–77).

Formulating Practice Questions

CLASS WEEK 3
UNIT 3

Objectives

- 1) To strength your ability to accurately assess clients, identify professional knowledge needs, and formulate practice questions.
- 2) To enhance your capacity to use evidence and research hierarchies to determine what type of evidence is considered the most appropriate for enhancing professional knowledge.

Topics

- Using the PICO Framework to Formulate Answerable Practice Questions
- Using Evidence and Research Hierarchies to Determine the “Best Available Evidence”
 - Levels of Empirical Evidence
- Appraising Levels of Evidence

Required Reading

Rubin, A. & Babbie, R. (2016). *Essential Research Methods for Social Work*

- Chapter 7: Problem Formation 7.1-7.4 [p. 119-139]

USC Suzanne Dworak-Peck School of Social Work Library: Evidence Based Practice Resources

<https://libguides.usc.edu/socialwork/socialworkEBP>

Recommended Reading

Rubin, A., & Bellamy, J. (2012). *Practitioner’s Guide to Using Research for Evidence-Based Practice*: Chapter 3 – Research hierarchies: Which types of research are best for which questions? (pp. 50-67).

Searching for Empirical Evidence

CLASS WEEK 4
UNIT 4

Objectives

- 1) To expand your ability to use different resources to locate information, knowledge and evidence efficiently and effectively.

Topics

- Multi-disciplinary sources of Information, Professional Knowledge, and Empirical Evidence
- Finding Relevant Empirical Knowledge and the Best Available Evidence
- Appraising Sources and Level of Evidence

Required Reading

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work*: Chapter 5 – Locating practice research (79-89).

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*: Appendix A – Using the Library (pp. 373-380).

USC Suzanne Dworak-Peck School of Social Work Library: Finding Research Materials

<https://libguides.usc.edu/socialwork/databases>

PART II – APPRAISING THE QUALITY AND APPLICABILITY OF RELEVANT EMPIRICAL KNOWLEDGE

Objectives

- 1) To provide you with a foundational understanding of the logic and process of scientific inquiry.
- 2) To strengthen your ability to identify research goals and questions and to determine the methods appropriate for addressing different types of goals and questions.
- 3) To enhance your understanding of different kinds of group-based design methods, including their strengths and weaknesses in terms of addressing different kinds of research aims and questions.

Topics

- Understanding the Research Process
- Research Article Appraisal:
 - Identifying Goals of Research Studies
- Appraising Quality of Evidence
- Causality and Criteria for Inferring Effectiveness
- Research Designs

Required Reading

Bohannon, J. (2013). Whose afraid of peer review? *Science*, 342(6154), 60-65.

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work:*

- Chapter 3: Quantitative, Qualitative & Mixed Methods of Inquiry (pp. 45-58).
- Chapter 12: Experiments and quasi-experiments (pp. 231-258).

Hierarchy of Social Work Evidence

<https://libguides.usc.edu/socialwork/socialworkEBP>

DUE: ASSIGNMENT 1 – PRACTICE KNOWLEDGE CRITICAL REFLECTION AND SELF-ASSESSMENT**Objectives**

- 1) To strengthen your ability to understand conceptualization and measurement in research as presented in published research articles.

Topics

- Qualitative and Quantitative Measurement
- Characteristics of Variables
- Ethical and Cultural Issues

Required Reading

Rubin, A., & Babbie, R. (2016): *Essential Research Methods for Social Work*:

- Chapter 7: Conceptualization in Quantitative Inquiry (125-134)

Measurement Methods – Measurement

CLASS WEEK 7
UNIT 7

Objectives

- 1) To strengthen your ability to understand conceptualization and measurement in research as presented in published research articles.

Topics

- Data Collection Techniques
- Locating Testing and Measurement Tools
- Ethical and Cultural Issues (Continued)

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*:

- Chapter 9: Quantitative and Qualitative Measurement Instruments (p.157-161)
- Chapter 10: Surveys (p.179-199)

Explore:

<https://libguides.usc.edu/socialwork/measurements>

Appraising Measurement Methods and Instruments

CLASS WEEK 8
UNIT 8

Objectives

- 1) To enhance your ability to appraise the strengths and limitations of measurement methods as presented in published research articles.
- 2) To enhance your ability to appraise the strengths and limitations of instruments in terms of professional social work practice.

Topics

- Validity and Reliability
- Research Article Appraisal
 - Identifying and Appraising Measurement Methods
- Appraising and Selecting Instruments for Professional Social Work Practice

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*:

- Chapter 8: Measurement in Quantitative and Qualitative Inquiry (pp. 141-156).

Recommended Reading

Rubin, A., & Bellamy, J. (2012). *Practitioner's Guide to Using Research for Evidence-Based Practice*.

- Chapter 11 - Critically appraising and selecting assessment instruments (pp. 275-298).

Sampling Methods

CLASS WEEK 9

UNIT 9

Objectives

- 1) To enhance your understanding of different kinds of strategies for obtaining research participants, including their strengths and weaknesses.

Topics

- Nonrandom and Random Sampling Methods
- Ethical and Cultural Issues

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*:

- Chapter 11: Sampling: Quantitative and Qualitative Approaches (pp. 203-227).

Appraising Sampling Methods, External Validity and Applicability of Evidence

WEEK 10

UNIT 10

Objectives

- 1) To deepen your understanding of external validity and how it impacts the use of science in social work practice and policy.
- 2) To clarify how the selection of research participants impacts interpretation of results and applicability of results to practice questions.

Topics

- External Validity and Threats to External Validity
- Research Article Appraisal
 - Identifying and Appraising Sampling Methods
- Appraising Applicability of Evidence

Required Reading

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work*:

Chapter 7 – Evaluating research: Other issues of research methodology in Evidence-Based medicine/Evidence-Based practice (pp. 107-113).

DUE: ASSIGNMENT 2 – PROFESSIONAL RESOURCE COLLECTION AND RESEARCH ARTICLE PRELIMINARY APPRAISAL

Ethics

WEEK 11
UNIT 11

Objectives

- 1) To enhance your awareness and understanding of historical examples of unethical research practices
- 2) Replace with: To enhance your awareness and understanding of social work ethics that guide research and evaluation involving human subjects

Topics

- Historical examples of unethical research and their impact
- The Belmont Report
- Ethical guidelines for protecting human subjects

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*:

- Chapter 5: Ethical Issues in Social Work Research (pp. 79-100).
- Chapter 6: Culturally Competent Research (pp. 101-116).

Appraising Internal Validity and Group-Based Design Methods

WEEK 12
UNIT 12

Objectives

- 1) In terms of its relevance to specific practice and policy questions, to strengthen your ability to critically appraised group-based design methods as presented in published research articles.

Topics

- Review Introduction to Group Based Designs 1 and 2 [from unit 5]
- Internal Validity and Threats to Internal Validity
- Research Article Appraisal:
 - Identifying and Appraising Design Methods

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*:

- Chapter 12: Experiments and Quasi Experiments (pp. 231-257).
- Chapter 13: Single-Case Evaluation Design (pp 259-282)

Rubin, A., & Bellamy, J. (2012). *Practitioner's Guide to Using Research for Evidence-Based Practice*:

- Chapter 4: Criteria for inferring effectiveness: How do we know what works? (pp. 71-98).

Recommended Reading

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work*:

Chapter 6 – Evaluating research: Research designs in Evidence-Based medicine/Evidence-Based practice (91-104).

PART III – USING EMPIRICAL EVIDENCE TO INFORM PROFESSIONAL PRACTICE

Understanding and Synthesizing Findings from Research Articles

CLASS WEEK 13
UNIT 13

Objectives

- 1) To increase your understanding of different approaches to analyzing qualitative and quantitative data and your ability to interpret results from analyses of data with respect to specified research aims and questions.
- 2) To enhance your ability to synthesize results of qualitative and quantitative data analysis to address professional questions and to inform professional practice.
- 3) To strengthen your capacity to summarize qualitative and quantitative data and results in ways accessible to appropriate clients and constituencies.

Topics

- Qualitative Data and Analyses
- Research Article Appraisal:
 - Interpreting Results from Qualitative Studies
 - Adapting and Translating Qualitative Evidence into Interculturally-Responsive and Competent PracticeError! Reference source not found.

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work*:

- Chapter 18: Qualitative data analysis (pp. 361-386).
- Chapter 15: Additional Methods in Qualitative Inquiry (pp. 303-324).

Understanding and Synthesizing Results from Research Articles (Continued)

CLASS WEEK 14
UNIT 14

Objectives

- 1) To increase your understanding of different approaches to analyzing quantitative data and your ability to interpret results from analyses of data with respect to specified research aims and questions.
- 2) To enhance your ability to synthesize results of quantitative data analysis to address professional questions and to inform professional practice.
- 3) To strengthen your capacity to summarize quantitative data and results in ways accessible to appropriate clients and constituencies.
- 4) To strengthen your capacity to summarize findings from meta-analyses and systematic reviews in ways accessible to appropriate clients and constituencies.

Topics

- Quantitative Data and Analyses
 - Statistical Tests
- Results from Quantitative Studies and Meta-Analyses
- Findings from Systematic Reviews
- Research Article Appraisal:
 - Interpreting Results from Quantitative Studies
 - Adapting and Translating Quantitative Evidence into Interculturally-Responsive and Competent Practice

Required Reading

Rubin, A., & Babbie, R. (2016). *Essential Research Methods for Social Work:*

- Chapter 17: Quantitative data analysis (pp. 345-360).

Recommended Reading

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work:*

Review Chapter 7 – Evaluating research: Other issues of research methodology in Evidence-Based medicine/Evidence-Based practice (pp. 125-135).

Chapter 8 – Meta-analysis and systematic reviews: Aggregating research results (pp. 137-153).

Rubin, A., & Bellamy, J. (2012). *Practitioner's Guide to Using Research for Evidence-Based Practice:*

Appendix B – What you do and don't need to know about statistics when critically appraising studies (pp. 327-333).

Error! Reference source not found. **Improve Practice, Policy, Services, and Organizations**

**CLASS WEEK 15
UNIT 15**

Objectives

- 1) To improve your ability to synthesizing evidence from multiple studies and to use the best available evidence to inform professional social work practice, including engagement of clients in the decision-making process.
- 2) To critically reflect on the science of social work and the EBP process, including strengths and limitations, with an emphasis on understanding how to use research evidence in complex, real-world contexts.
- 3) From the perspective of life-long learning, to prepare you to evaluate implementation and impact of evidence-based practice decisions in the context of professional social work practice.

Topics

- Preparing for Implementation and Evaluation of Evidence-Based Practice Decisions
 - Engaging Clients in Decision-Making
- Course Review and Wrap-Up
 - Next Steps for the Science of Social Work

Required Reading

Brekke, J. S. (2014). A science of social work, and social work as an integrative discipline: have we gone too far, or not far enough? *Research on Social Work Practice, 24*(5), 517-523.

Mosley, J.E., Marwell, N.P., & Ybarra, M. (2019). How the “what works” movement is failing human service organizations, and what social work can do to fix it. *Human Service Organizations: Management, Leadership & Governance, 43*(4), 326-335.

Recommended Reading

Drisko, J. W., & Grady, M. D. (2012). *Evidence-Based Practice in Clinical Social Work:*

Chapter 9 – Shared decision-making with the client (pp. 155–164).

Chapter 10 – Finalizing the treatment plan and practice evaluation (pp. 165–175).

Rubin, A., & Bellamy, J. (2012). *Practitioner’s Guide to Using Research for Evidence-Based Practice:*

Chapter 12 – Monitoring client progress (pp. 299-319).

DUE EXAM WEEK: ASSIGNMENT 3 – RESEARCH ARTICLE COMPREHENSIVE APPRAISAL AND APPLICATION

University & School Policies and Guidelines

IX. ATTENDANCE POLICY

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

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

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

X. ACADEMIC INTEGRITY, CONDUCT AND SUPPORT SYSTEMS

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). You are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

Special Note on the Use of AI Generators

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools

without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

Academic Conduct

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

Course Content Distribution and Synchronous Session Recordings

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

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) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

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

usc-advocate.symplicity.com/care_report

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

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

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 - (213) 821-4710

campussupport.usc.edu

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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 - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

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 - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

XI. ADDITIONAL RESOURCES FOR VAC STUDENTS

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.

XII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus and/or course during the semester in order to respond to unforeseen or extenuating circumstances. Any such

adjustments would be made for the express purpose of accommodating students and with input from students. Adjustments that are made will be communicated to students both verbally and in writing.

XIII. POLICY ON THE USE OF TECHNOLOGY IN THE CLASSROOM

Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students should contact tech support for assistance with Canvas: 833-740-1273, support@online.usc.edu.

Use of Technology in the Classroom

For campus-based ground students, the use of laptops and tablets during class generally is not recommended. You may use these devices, however, if doing so contributes to your learning and is not disruptive to you or others in the class. Typing on your keyboard should not be audible to others. For both ground and VAC students, permitted uses of technology include using laptops and tablets to access course readings and material, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops and tablets to check email and social media, and to text or communicate with others who are not members of the class.

Use of phones during class is not permitted except in an emergency or during a break. In order to minimize disruptions, please place your phone on mute or in airplane mode before you come to class.

Apart from Live Sessions recorded by the instructor, photos, videos, and student recordings may not be taken or made in class without prior permission from the instructor.

Because our classroom is both an academic and professional setting, and out of respect for your colleagues, violation of any of the policies described above is grounds for being counted as absent. It can also result in reductions of your class participation grade.

XIV. COURSE EVALUATIONS

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. You will receive an email from the university regarding learning experience, in which the process and intent of the end-of-semester evaluation will be described. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. I will discuss the process and intent of the mid-semester evaluation in class.

XV. 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.

XVI. ACADEMIC DISHONESTY SANCTION GUIDELINES

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

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor (Dr. Shinyi Wu, shinyiwu@usc.edu). If you feel you cannot discuss it with the instructor, contact the Lead Instructor for SOWK 546, Dr. Devon Brooks at devon.brooks@usc.edu. If you do not receive a satisfactory response or solution, contact the MSW Program Chair for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!