USC Suzanne Dworak-Peck
School of Social Work

Course SOWK 721 Data Driven Decision Making in Social Services

Section #67706
3 Units
Spring 2024, Wednesdays 5-7pm PST
Location: VAC

SYLLABUS
(Subject to change)

Instructor Photo	**Instructor:**	Michael S. Hurlburt, PhD
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		VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I.   Course Prerequisites and/or Co-Requisites

II.   Catalogue Description

This course serves as a practical introduction to using quantitative administrative data to identify trends, track performance, evaluate programs, and drive decision making.

III. Course Description

Leaders and innovators in the world of social work must be conversant in data. In the contemporary social service and policy landscape, funders are increasingly concerned with seeing concrete evidence to support the continuation of programs and policy makers are increasingly demanding data to support policy change. Fortunately, administrative data, social media data, program evaluation, and community needs assessments are all readily available sources of data which are increasingly being used to push for social justice and meaningful program development and policy change. This course covers research methodologies and statistics, but with a focus on their application as leaders and innovators. The purpose is to provide students with the practical and conceptual skills needed to read, understand, analyze, interpret, and present findings from data that appear in the academic literature, in technical reports, and which are generated through agency operations. Learning how to interpret statistics, visual presentations of statistics, and conceptualizing the measurement and rigorous assessment of new innovations and policy change initiatives will be emphasized. Ethical considerations and practical issues on using data originally collected for non-research purposes will also be discussed. The course also introduces students to developments in data science and artificial intelligence, which are emerging as new methods to analyze big data within social work. Assignments will be oriented around learning to read and interpret data in the scientific literature and in technical reports, and developing the skills needed to conduct a literature review that explores potential social justice problems in the student's emerging capstone innovation area tied to the Social Work Grand Challenges.

IV.   Course Objectives

By the completion of this course, students will be able to:
1. DSW #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. DSW #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. DSW #3   Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.

V. Course Format & Instructional Methods

This course follows a "service-learning" model. Students will be asked to develop assignments that align and inform broader policy objectives related to the Social Work Grand Challenges. As such, students are given the opportunity to apply their methodological training to a problem that is immediately relevant to the field at large. Weekly units are organized as a combination of lecture/discussion of academic literature, technical reports, and other available data sources. To solidify connections between the topics covered and Social Work practice and policy, asynchronous lectures will include speakers from the community who will describe the manner in which data are being utilized by their agencies.

This is a letter graded course offered in the Virtual Academic Center (VAC). The Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

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 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 students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Eric Rice, ericr@usc.edu). If their concerns remain unresolved, then students can contact the DSW Program Chair, Dr. Lewis at j.lewis@usc.edu for further assistance.

VI. 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 VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VII. Course Assignments, Due Dates & Percent of Final Grade

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]	% of Grade
Assignment 1 A "Deep Dive" into the Methods in Academic Literature	1,2,3	7	25%
Assignment 2 Annotated Bibliography of literature on a specific social work problem related to a Grand Challenge	1,2,3	11	25%
Assignment 3 Literature review on a specific social work problem related to a Grand Challenge	1,2,3	15	40%
Active and Proactive Learning, & Meaningful Participation			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 – Title (25% of course grade) Due: Week 7, February 21, 2024
Students will be asked to select three of six research articles provided by the instructor. Students will be asked to provide a brief review of the contents of these articles. Then they will be asked to write a "deep dive" into these three data sources, the methods undergirding the data, and what possible limitations and/or sources of bias are to conclude this assignment.

Assignment 2 – Title (25% of course grade) Due: Week 11, March 27, 2024
To begin to help students develop expertise in the Grand Challenge that may motivate their capstone project, students will be asked to develop an annotated bibliography of relevant studies to be included in their literature review. These annotated bibliographies must include articles that cover the (1) scope and scale of the specific social justice problem, (2) the causes of the problem identified in the literature, and (3) interventions that have been attempted and tested to address this problem (and/or closely related social problems).

Assignment 3 – Title (40% of course grade) Due: Week 15, April 24, 2024
For the final assignment of the semester, students will be asked to submit a literature review of a potential social problem related to The Grand Challenges of Social Work, which may become the focus of the student's capstone project in future semesters. This assignment will include literature that (1) explores the scope of the problem, (2) the etiology or causes of the problem, including relevant explanatory theories, and (3) the interventions that have been tested that address the identified problem or closely related problems.

Active and Proactive Learning, & Meaningful Participation (10% of course grade)
Due: Units 1 – 15
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, 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
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale
Assignment and course 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 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

VIII. Assignment Submissions, Extensions & Extra Credit Policy

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

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor 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.

IX.   Grading Timeline

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

X.   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 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."

XI.   Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. 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 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.

XII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIII. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is recommended for class-relevant activities only. Students may use these devices if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XIV. 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. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students 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, with instructor permission and 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 the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XV.   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).

XVI. 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. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVII. Required Textbooks
None.

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: https://reserves.usc.edu/ares/ares.dll.   Use the search bar to locate the course by School, course number or Lead Instructor's last name.

XVIII.   Recommended Materials & Resources

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional 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

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

XIX. Course Schedule
The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit 1:   1- 9 -24: Course Introduction

Topics

- Data and the Grand Challenges of Social Work
- Relationship between organizational leaders and data
- Sources of data
- How to effectively read research articles (including those pesky tables!)

Required Readings / Viewings

1. Coulton, Goerge, Putnam-Hornstein, & de Haan: "Harnessing Big Data for Social Good: A Grand Challenge for Social Work" http://aaswsw.org/wp-content/uploads/2015/10/Big-Data-GC-edited-and-formatted-correct-references.pdf

2. Rice, E., Kurzban, S., & Ray, D. (2012). Homeless but connected: the role of heterogeneous social network ties and social networking technology in the mental health outcomes of street-living adolescents. *Community Mental Health Journal*, *48*(6), 692-698.

Other Resources

Harvard Business Review: "Keep Up with Your Quants" https://hbr.org/2013/07/keep-up-with-your-quants/ar/3

Petering, R., Rice, E., & Rhoades, H. (2016). Violence in the Social Networks of Homeless Youths: Implications for Network-Based Prevention Programming. *Journal of Adolescent Research*, *31*(5), 582-605.

Harris, T., Rice, E., Rhoades, H., Winetrobe, H., & Wenzel, S. (2017). Gender Differences in the Path From Sexual Victimization to HIV Risk Behavior Among Homeless Youth. *Journal of Child Sexual Abuse*, *26*(3), 334-351.

Rice, E., Craddock, J., Hemler, M., Rusow, J., Plant, A., Montoya, J., & Kordic, T. (2017). Associations Between Sexting Behaviors and Sexual Behaviors Among Mobile Phone-Owning Teens in Los Angeles. *Child Development*.

Social Work Grand Challenges: https://grandchallengesforsocialwork.org/#the-12-challenges

"There are lies, damned lies and statistics." – Mark Twain (and others…)

Topics

- Bias as a result of sample strategies
- Bias as a result of measurement strategies: reliability
- Bias as a result of measurement strategies: validity

Required Readings / Viewings

1. John Ioannidis "Why Most Published Research Findings are False":
   http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0020124

2. Emily Oster "Flip your thinking on AIDS in Africa"
   https://www.ted.com/talks/emily_oster_flips_our_thinking_on_aids_in_africa

3. The New Yorker "How a Gay-Marriage Study Went Wrong"
   http://www.newyorker.com/science/maria-konnikova/how-a-gay-marriage-study-went-wrong

Other Resources

Bhattacherjee, Anol, (2012) Chapter 6 Measurement of Constructs. In *Social Science Research: Principles, Methods, and Practices.* Textbooks Collection. 3. h8p://scholarcommons.usf.edu/oa_textbooks/3
Bhattacherjee, Anol, (2012) Chapter 7 Scale Reliability and Validity. In *Social Science Research: Principles, Methods, and Practices.* Textbooks Collection. 3. h8p://scholarcommons.usf.edu/oa_textbooks/3
Bhattacherjee, Anol, (2012) Chapter 8 Sampling. In *Social Science Research: Principles, Methods, and Practices.* Textbooks Collection. 3. h8p://scholarcommons.usf.edu/oa_textbooks/3

Unit 3: 1-23-24: Administrative Data in Public and Nonprofit Sectors *(how researchers and organizational leaders can come together around data and programming decisions*

Topics

- Leaders and evaluators (or researchers) working together
- Defining the problem
- Using existing administrative data
- How leaders incorporate data into their organizations

Required Readings / Viewings

1. Card, D., Chetty, R., Feldstein, M., & Saez, E. (n.d.) Expanding access to administrative data for research in the United States. *National Science Foundation.* Retrieved January 11, 2020 from:
   https://pdfs.semanticscholar.org/a4f5/38bb04fa41323790d02024b637869aea3885.pdf?_ga=2.1028
   15808.1597860752.1578805217-850795989.1578805217

2. Putnam-Hornstein E, Needell B, & Rhodes AE. (2013). Understanding risk and protective factors for child maltreatment: the value of integrated, population-based data. *Child Abuse & Neglect, 37*(2-3), 116-119. [PMID: 23260115]

3. Stuart Buck & Josh McGee: "Why Government Needs More Randomized Controlled Trials: Refuting the Myths" https://craftmediabucket.s3.amazonaws.com/uploads/PDFs/RCT_FINAL.pdf

Unit 4: 1-30-24: How to Evaluate Qualitative and Experimental Methods (*Data isn't always numbers!*)

Topics

- History of qualitative methods
- Approaches to qualitative methods (e.g. ethnography, narratives, case studies)
- Data collection methods
- Data analytic techniques in qualitative methods
- Review of experimental and quasi-experimental designs

Required Readings / Viewings

1. Horwitz SH, Mitchell D, LaRussa-Trott M, et al. (2011) An inside view of police officers' experience with domestic violence. *Journal of Family Violence*. 26(8),617-625. doi:10.1007/s10896-011-9396-y

2. Guiffrida DA. (2003). African American student organizations as agents of social integration. *Journal of College Student Development*. 44(3),304-319. doi:10.1353/csd.2003.0024

3. Bhattacherjee, Anol, (2012) Chapter 10 Experimental Research. In *Social Science Research: Principles, Methods, and Practices.* Textbooks Collection. 3. h8p://scholarcommons.usf.edu/oa_textbooks/3

Other Resources

Parker L, Deyhle D, Villenas SA. (1999). *Race Is-- Race Isn't : Critical Race Theory and Qualitative Studies in Education* .Westview Press. (Roithmayr, D. "Introduction to Critical Race Theory in Education Research and Praxis" and Ladson-Billings, G. "Just What is Critical Race Theory and What's It Doing in a Nice Field like Education?")

Palinkas, L. A. (2014). Qualitative and mixed methods in mental health services and implementation research. *Journal of Clinical Child & Adolescent Psychology*, *43*(6), 851-861.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*(2), 63-75.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, *39*(3), 124-130.

Unit 5: 2-6-24:   Conducting a Literature Review (*What data is out there?*)

Topics

- The anatomy of a literature review
- What is a good research question in social work?
- Using literature maps
- Scaling the mountain of scientific literature
- Searching for evidence-based practices
- Tips and tricks: learn the lexicon, follow the trail
- How do I know when I am done?

Required Readings / Viewings

1. Pautasso, M. (2013). Ten simple rules for writing a literature review. *PLoS Comput Biol*, *9*(7), e1003149. https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1003149

2. Winchester, C. L., & Salji, M. (2016). Writing a literature review. *Journal of Clinical Urology*, *9*(5), 308-312. https://journals.sagepub.com/doi/full/10.1177/2051415816650133

3. Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, *1*(3), 311-320.

Other Resources

https://libguides.usc.edu/writingguide/literaturereview

Unit 6: 2-13-24: Conceptualizing a Problem*(and how to organize the literature and data you've found)*

Topics

- Interventions and problems
- Developing etiological models
- Visualization of concepts

Required Readings / Viewings

1. Clapp, J.D. & Madden (in-Press). Alcohol use and problems at the event level: Theory, methods, and interventions. R. Cooke (Ed.), Chapter in *The Palgrave Handbook of the Psychology of Alcohol Consumption.* MacMillan Palgrave.

2. Miller, J.H. & Page S.E. (2007) Modeling. Chapter 3 in Complex Adaptive Systems. Princeton Press.

3. Palinkas, L. A. (2014). Causality and causal inference in social work: Quantitative and qualitative Perspectives. *Research on Social Work Practice*.

Unit 7: 2-20-24: Matching Objectives to Data Sources and Methods *(doing program evaluation and continuous quality improvement in organizations using data)*

Topics

- Data for program evaluation
- Data for continuous quality improvement
- Data for measuring outcomes and accountability

Required Readings / Viewings

1. Chris Anderson: "The End of Theory: The Data Deluge Makes the Scientific Method Obsolete" http://www.wired.com/2008/06/pb-theory/

2. Coalition for Evidence-Based Policy Making: "Which Study Designs are Capable for Producing Valid Evidence about a Program's Effectiveness?" http://coalition4evidence.org/wp-content/uploads/2014/10/Which-Study-Designs-are-Capable-of-Producing-Valid-Evidence-of-Effectiveness.pdf

Unit 8: 2-27-24: Data for community needs assessment *(and the importance of measuring what you want to change)*

Topics

- Community-based surveillance methods
- Random sampling based surveillance methods

Required Readings / Viewings

1. Rice, E., Barman-Adhikari, A., Rhoades, H., Winetrobe, H., Fulginiti, A., Astor, R., ... & Kordic, T. (2013). Homelessness experiences, sexual orientation, and sexual risk taking among high school students in Los Angeles. *Journal of Adolescent Health*, *52*(6), 773-778.
2. Rice, E., Winetrobe, H., & Rhoades, H. (2013). Hollywood homeless youth point-in-time estimate project: an innovative method for enumerating unaccompanied homeless youth. hhyp.org/wp-content/uploads/2013/02/HHYP_Point-in-Time_Brief_5.pdf
3. Putnam-Hornstein E, Webster D, Needell B, & Magruder J. (2011). A public health approach to child maltreatment surveillance. *Child Abuse Review*, 20, 256-273.

Other Resources

Culhane, D. P., Fantuzzo, J., Rouse, H. L., Tam, V., & Lukens, J. (2010). Connecting the Dots: The Promise of Integrated Data Systems for Policy Analysis and Systems Reform. *Intelligence for Social Policy,* Retrieved from http://repository.upenn.edu/spp_papers/146

Engel, R. J., & Schutt, R. K. (2012). Chapter 9 Survey Research. In *The practice of research in social work*. Sage Publications.

Unit 9: 3-5-24: Developing Program and Policy Evidence *(and the critical role of rigorous designs)*

Topics

- Using data for policy change
- How to use secondary data for policy change
- How to use literature reviews to make policy change
- How to effectively communicate with policy makers

Required Readings / Viewings

1. Ron Haskins: "Social Programs that Work" http://www.nytimes.com/2015/01/01/opinion/social-programs-that-work.html

2. Hyatt, S. (2013). More than a roof: How California can end youth homelessness. *California Homeless Youth Project*. http://cahomelessyouth.library.ca.gov/docs/pdf/More-Than-a-Roof-FINAL.pdf

3. Hyatt, S., Walzer, B., & Julianelle, P. (2014). *California's Homeless Students: A Growing Population*. CA Homeless Youth Project, CA Research Bureau, CA State Library. http://cahomelessyouth.library.ca.gov/docs/pdf/CaliforniasHomelessStudents_AGrowingPopulation.pdf

Unit 10: 3-12-24: Foundational concepts in statistics *(and all we can learn from even simple tables)*

Topics

- Introduction to basic statistics
- Types of variables
- Frequency distributions, mode
- Probability distributions
- Mean, median
- Standard deviation

Required Readings

1. Hoffman, R. D. (2003). Internet glossary of statistical terms. Retrieved from http://www.animatedsoftware.com/statglos/statglos.htm

2. Rhoades, H., Winetrobe, H., & Rice, E. (2015). Pet ownership among homeless youth: Associations with mental health, service utilization and housing status. *Child Psychiatry & Human Development*, *46*(2), 237-244.

3. Bhattacherjee, Anol, (2012) Chapter 14 Quantitative Analysis: Descriptive Statistics. In *Social Science Research: Principles, Methods, and Practices.* Textbooks Collection. 3. h8p://scholarcommons.usf.edu/oa_textbooks/3

Other Resources

https://dornsife.usc.edu/mathcenter/probabilty-and-statistics/

Unit 11: 3-26-24: Inferential Statistics

Topics

- T-tests, Chi-square test (χ^2)
- ANOVA
- Correlations

Required Readings / Viewings

1. Christie Aschwanden "Not Even Scientists Can Easily Explain p-Values": http://fivethirtyeight.com/features/not-even-scientists-can-easily-explain-p-values/
2. Rice, E., Lester, P., Flook, L., Green, S., Valladares, E. S., & Rotheram-Borus, M. J. (2009). Lessons learned from "integrating" intensive family-based interventions into medical care settings for mothers living with HIV/AIDS and their adolescent children. *AIDS and Behavior*, *13*(5), 1005.
3. Winetrobe, H., Rhoades, H., Rice, E., Milburn, N., & Petering, R. (2017). "I'm not homeless, I'm houseless": identifying as homeless and associations with service utilization among Los Angeles homeless young people. *Journal of Social Distress and the Homeless*, *26*(1), 16-24.
4. Bhattacherjee, Anol, (2012) Chapter 15 Quantitative Analysis: Interential Statistics. In *Social Science Research: Principles, Methods, and Practices.* Textbooks Collection. 3. h8p://scholarcommons.usf.edu/oa_textbooks/3

Other Resources https://dornsife.usc.edu/mathcenter/probabilty-and-statistics

Unit 12: 4-2-24: Multivariable Modeling 101: A Conceptual Overview

"All models are wrong, but some are useful" – George E.P. Box

Topics

- Linear regression
- More about positive versus negative relationships in statistics

Required Readings / Viewings

1. "The Discovery of Statistical Regression": http://priceonomics.com/the-discovery-of-statistical-regression/

2. Blosnich, J. R., & Andersen, J. P. (2015). Thursday's child: the role of adverse childhood experiences in explaining mental health disparities among lesbian, gay, and bisexual US adults. *Social Psychiatry and Psychiatric Epidemiology*, *50*(2), 335-338.

Other Resources

https://dornsife.usc.edu/mathcenter/probabilty-and-statistics/

Unit 13: 4-9-24: Multivariable Modeling 102: Logistic Regression

Topics

- Logistic Regression
- More about statistical control

Required Readings

1. Rice, E., Monro, W., Barman-Adhikari, A., & Young, S. D. (2010). Internet use, social networking, and HIV/AIDS risk for homeless adolescents. *Journal of Adolescent Health*, *47*(6), 610-613.

Other Resources

https://dornsife.usc.edu/mathcenter/probabilty-and-statistics/

Unit 14: 4-16-24: Predictive Analytics and Risk Modeling *(and the potential to better target resources)*

Topics

- Predictive risk modeling
- TAY Triage Tool case study
- Artificial intelligence, machine learning, and the future of predictive modelling

Required Readings / Viewings

1. Rice, E. (2013). The TAY Triage Tool: A tool to identify homeless transition age youth most in need of permanent supportive housing. http://www.csh.org/wp-content/uploads/2014/02/TAY_TriageTool_2014.pdf

2. Rice, E., Holguin, M., Hsu, H. T., Morton, M., Vayanos, P., Tambe, M., & Chan, H. (2018). Linking homelessness vulnerability assessments to housing placements and outcomes for youth. *Cityscape*, *20*(3), 69-86.

Other Resources

Putnam-Hornstein, E., & Needell, B. (2011). Predictors of child protective service contact between birth and age five: An examination of California's 2002 birth cohort. *Children and Youth Services Review, 33*(11), 2400-2407.

Rice, E., & Rosales, A. (2015). TAY Triage Tool pilots report. http://www.csh.org/wp-content/uploads/2015/06/TAY-Triage-Tool-Pilots-Report_FINAL.pdf

Unit 15: 4-23-24: Data Use, Security, and Ethics *(and the role of federal laws and IRBs)*

Topics

- Institutional review boards
- Waivers of informed consent / assent
- Information Practices Act
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Educational Rights and Privacy Act (FERPA)

Required Readings / Viewings

1. Currie, J. (2013). "Big Data" versus "Big Brother": On the appropriate use of large-scale data collections in pediatrics. *Pediatrics, 131* (Supplement): S127-S132.

2. Petrila, J. Legal issues in the use of electronic data systems for social science research. https://www.aisp.upenn.edu/wp-content/uploads/2015/09/0033_12_SP2_Legal_Issues_Data_Systems_000.pdf

3. Stephanie Simon (2014). Big Brother: Meet the Parents http://www.politico.com/story/2014/06/internet-data-mining-children-107461

Other Resources

NASW code of ethics. (n.d.). Available from http://www.naswdc.org/pubs/code/

USC's IRB. Retrieved from https://oprs.usc.edu/hspp/about/

Sharing Data for Better Results: A Guide to Building Integrated Data Systems Compatible with Federal Privacy Laws:
https://www.nlc.org/sites/default/files/users/user75/Data%20Sharing%20for%20Better%20Results.pdf

XX. University Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, 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. All incidences of academic misconduct will be reported to the Office of Academic Integrity 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 or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

VAC Students: Uwill Counseling Services
Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu

The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(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 - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
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) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

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

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

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

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: **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!
- ✓ Create a professional self-care plan.
- ✓ 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!