

## **SOWK 608: Research and Evaluation in Integrative Social Work Practice**

### **Section 60952**

3 Units

Fall 2024, Tuesday 1:00 to 3:50 p.m. Pacific Time

Location: MRF 330

### **SYLLABUS**

(Subject to change)

*“Research is formalized curiosity. It is poking and prying with a purpose” - Zora Neale Hurston*

**Instructor:** Rick Newmyer, MSW

**Email:** [newmyer@usc.edu](mailto:newmyer@usc.edu)

**Phone:** 619-370-1350 (email is preferred)

\*Replies can be expected within 2 business days

**Office Location:** TBD

**Office Hours:** By arrangement (very flexible)

**Course Lead:** Juan Carlos Araque, PhD

**Email:** [araque@usc.edu](mailto:araque@usc.edu)

**IT Help Hours of Service:** 24 hours, 7 days/week

**IT Help Contact Information:**

- Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments).
- VAC Canvas support: (833) 713-1200 or “Help” button in Canvas.
- On Campus/Hybrid [Brightspace](#) support: (888) 895-2812 or [usc@d2l.com](mailto:usc@d2l.com)
- NETID/password issues: USC ITS (213) 740-5555 or [consult@usc.edu](mailto:consult@usc.edu)

For other tech questions, please email the School’s learning support team, [SDP.LTS@usc.edu](mailto:SDP.LTS@usc.edu), review the onboarding module in the platform, or review a list of helpful resources: [Platform Information, User Guidelines, and Technical Standards for On-Ground, Hybrid, and Virtual Online Platforms\\* for Students](#)

## I. Course Prerequisites and/or Co-Requisites

SOWK 546: Science of Social Work

## II. Catalogue Description

Critical analysis and application of various data types, information, and evidence to understand client problems and service needs, identify appropriate interventions, and evaluate practice decisions.

## III. Course Description

This course builds on the SOWK 546 course in the foundation year of the MSW program. It offers students the opportunity to further integrate the use of data for ethically evaluating research-informed practice. Students will cultivate skills in the identification and application of data, assessments, and behavioral scale measurements for: 1) assessing client problems, their causes, and subsequent service needs; 2) informing practice decisions for meeting client needs within a particular agency, and community context; 3) evaluating practice decisions based on clients' needs and outcomes; and 4) informing programmatic decision-making and resource allocation. Types of data sources include: 1) agency data (case records, administrative databases, annual reports); 2) public data (e.g., vital statistics: Centers for Disease Control's (CDC) National Center for Health Statistics (NCHS), city/county/federal data: data.gov, compiled databases); 3) evaluation methods of direct practice (e.g., diagnostic scales); and 4) empirical data (research studies, program evaluations, technical reports). The course will deepen students' foundational knowledge to improve students' ability to effectively utilize various forms of data and assessments to inform research-informed practice. Assignments will be related to problem identification, problem measurement, and evaluation of client outcomes. The course recognizes a broad range of issues, while at the same time allowing students flexibility in choosing specific areas of interest and service systems on which to focus their learning experience.

## IV. Course Objectives

### By the completion of this course, students will be able to:

1. Explain the connection between practice and research in terms of its influence on service delivery systems in diverse community settings.
2. Apply knowledge of basic evaluation and research methods to improve outcomes for vulnerable populations.
3. Utilize critical analysis and application of data to understand problems and service needs of diverse community settings.
4. Use ethical decision-making, through use of an intersectional integrative social work practice lens, to demonstrate research-informed practice.

## V. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

### CSWE Core Competencies Highlighted in this Course:

#### 1. Demonstrate Ethical and Professional Behavior

1a. Make advanced ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession across populations, settings, and systems.

1b. Demonstrate advanced professional behavior; appearance; and oral, written, and electronic communication behavior across populations, settings, and systems.

1c. Use technology ethically and appropriately to facilitate practice outcomes behavior across populations, settings, and systems.

1d. Use supervision and consultation to guide professional judgment and behavior across populations, settings, and systems.

#### **4. Engage in Practice-Informed Research and Research-Informed Practice**

4a. Apply advanced research findings to inform and improve practice, policy, and programs behavior across populations, settings, and systems.

4b. Identify advanced 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 behavior across populations, settings and systems.

#### **9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9a. Elevate the use of culturally responsive methods for evaluation of outcomes across populations, settings, and systems.

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

## **VI. Course Format & Instructional Methods**

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). Brightspace will support access to course-related materials and communication for campus-based students; 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 (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at [j.lewis@usc.edu](mailto:j.lewis@usc.edu) for further assistance.

## **VII. Technology Proficiency & Hardware/Software Required**

This course requires the use of an online learning management system (LMS), as well as a variety of software tools (e.g., Microsoft Word and PPT, Excel, and SPSS) and virtual meeting (e.g., Zoom)

applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Software available to USC Campus](#).

For campus-based students, USC is using **Brightspace**. To access Brightspace go to <https://brightspace.usc.edu/d2l/login> to login and find your courses. You also can find Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at [Brightspace Student Tutorials](#). The following are technical support resources:

- **Student Guides:** [Brightspace Student Guides](#)
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** [usc@d2l.com](mailto:usc@d2l.com)

VAC students are using **Canvas**. Canvas tech support can be reached at 833-713-1200 or use the “Help” button in Canvas.

### VIII. 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 <sup>[1]</sup>	% of Grade
<b>Homework Assignments</b> Applying research methods to vignettes	2, 4	2, 3, 4, 5	10
<b>Assignment 1</b> Using data to evaluate individual practice	2, 3, 4	7	20
<b>Assignment 2</b> Using data to assess problems and service needs	1, 3, 4	10	20
<b>Assignment 3</b> Using data to inform practice	1, 3, 4	13	20
<b>Assignment 4</b> Group presentation	1, 2, 4	14, 15	20
<b>Active and Proactive Learning, &amp; Meaningful Participation</b>	1, 3	Ongoing	10

<sup>[1]</sup> 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 some course sections.

#### Descriptions of Assignments

An overview of each assignment is presented below. **Homework Assignments and Assignment 1 are individual assignments, while Assignments 2, 3, and presentations are completed in groups of two or three students.** Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

#### **Homework Assignments: Applying research methods to vignettes (10%)**

Students will apply research methods to short case studies and vignettes. Each homework assignment is due before class in units 2, 3, 4, and 5.

**Due: Units 2, 3, 4 and 5**

***Assignment 1: Using data to evaluate individual practice (20%)***

An individual written vignette assignment that will include scales for individuals, families, or groups around measures to evaluate clinical practice.

**Due: Unit 7**

***Assignment 2: Using data to identify problems and service needs (20%)***

A written assignment. Students will locate, analyze, and apply various forms of data to identify a problem for clients in a chosen setting or presenting challenge, explain the problem's underlying causes, and determine the corresponding service needs and the strengths and limitations of existing services for addressing the challenge.

**Due: Unit 10**

***Assignment 3: Using data to inform practice (20%)***

A written assignment. Students will locate, analyze, and apply various forms of data to identify culturally appropriate, evidence-informed intervention assessments, models, and services that can be incorporated into a program response to the problem from Assignment 2. The proposed program should fit the client goals, agency setting, and align with prevailing policies.

**Due: Unit 13**

***Assignment 4: Presentations in groups (20%)***

Student groups will prepare PowerPoint slide deck presentations of their program proposal and evaluation methods. Each individual student will present to their group and receive feedback.

**Due: Unit 14 and Unit 15**

***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.	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.

### **IX. 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.

### **X. 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.

### **XI. 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."

### **XII. 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.

### **XIII. 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.

### **XIV. Zoom Etiquette and Use of Technology in the Classroom**

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, 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.

### **XV. 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](#).

## **XVI. 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).

## **XVII. 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 your 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 your instructor.

## **XVIII. Required Textbooks**

Dudley, J. R. (2020). *Social work evaluation: Enhancing what we do* (3<sup>rd</sup> ed). Oxford University Press, USA.

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries: <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.

## **XIX. Recommended Materials & Resources**

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

Additional required and recommended readings/viewings may be assigned by the instructor.

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

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> 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 7<sup>th</sup> writing style <https://libguides.usc.edu/APA7th>

### **Sample List of Professional Social Work Organizations**

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

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

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

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

## XX. 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	Topics	Readings	Dates
<b>MODULE ONE: Intro and Review of Methods</b>			
1	<b>Course introduction, syllabus, assignments, and expectations</b> <ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Course overview and objectives</li> <li>▪ Assignments and expectations</li> <li>▪ Introduction to the connection among research, practice, and evaluation</li> </ul>	Kania, J., & Kramer, M., (Winter 2011). Collective impact. <i>Stanford Social Innovation Review</i> , pp. 35-41. Dudley, J. R. (2020). Evaluation and social work: Making the connection. In J. R. Dudley (2020). <i>Social work evaluation: Enhancing what we do</i> (pp. 3-30). Oxford University Press.	Aug 27
2	<b>Understanding connections among data, practice, and program evaluation</b> <ul style="list-style-type: none"> <li>▪ Evidence-based practice review</li> <li>▪ How we use data to inform practice and program evaluation</li> <li>▪ Problem formulation</li> <li>▪ Quantitative and qualitative research</li> <li>▪ Ethics and politics of social work research</li> </ul>	Henggeler, S.W., & Schoenwald, S.K. (2011). Evidence-based interventions for juvenile offenders and juvenile justice policies that support them. <i>Social Policy Report</i> , 25(1), 1-20. Wodarski, J. S. & Hopson, L. M. (2012). Evidence-based practice: Chapter 1, Chapter 7, and Chapter 8. In <i>Research methods for evidence-based practice</i> (pp. 1-18; 109-131). Los Angeles: Sage. Dudley, J. R. (2020). Common types of evaluation. In J. R. Dudley (2020). <i>Social work evaluation: Enhancing what we do</i> (pp. 79-95). Oxford University Press.	Sep 3
3	<b>Research methods review: Research/practice questions, variables, design &amp; sampling</b> <ul style="list-style-type: none"> <li>▪ Identifying variables</li> <li>▪ Research designs</li> <li>▪ Internal and external validity</li> <li>▪ Research sampling techniques</li> </ul>	Rubin, A. & Babbie, E. (2016). Problem formulation. In <i>Essential research methods for social work</i> , 4th Edition. Belmont, CA: Brooks/Cole, Cengage Learning. Rubin, A. & Babbie, E. (2016). Qualitative and quantitative inquiry. In <i>Essential research methods for social work</i> , 4th Edition. Belmont, CA: Brooks/Cole, Cengage Learning. Rubin, A. & Babbie, E. (2016). Research designs. In <i>Essential research methods for social work</i> , 4th Edition. Belmont, CA: Brooks/Cole, Cengage Learning.	Sep 10
4	<b>Research methods review, part 2:</b> <ul style="list-style-type: none"> <li>▪ Measurement principles – validity and reliability</li> </ul>	Rubin, A. & Babbie, E. (2016). Sampling. In <i>Essential research methods for social work</i> , 4th Edition. Belmont, CA: Brooks/Cole, Cengage Learning.	Sep 17

Unit	Topics	Readings	Dates
	<ul style="list-style-type: none"> <li>Data collection techniques</li> <li>Statistical analysis overview</li> </ul>	Rubin, A. & Babbie, E. (2016). Measurement. In <i>Essential research methods for social work</i> , 4th Edition. Belmont, CA: Brooks/Cole, Cengage Learning.	
<b>MODULE TWO: Individuals, Families, and Groups</b>			
5	<b>Measurement in Individual practice / Using the DSM</b> <ul style="list-style-type: none"> <li>Single subject designs</li> <li>Introduction to the DSM</li> <li>Behavioral test and measurements</li> <li>Using measurements to inform practice or treatment plans</li> <li>Measurements for self-evaluation</li> </ul>	Engel, R., & Schutt, R. (2010). Single-Case Design. In <i>Fundamentals of Social Work Research</i> (Chapter 6, pp.139-175). Sage Publications, Inc., Thousand Oaks, CA. Allredge, C. T., Burlingame, G. M., Yang, C., & Rosendahl, J. (2021). Alliance in group therapy: A meta-analysis. <i>Group Dynamics: Theory, Research, and Practice</i> , 25(1), 13–28. First, M. B., Clarke, D. E., Yousif, L., Eng, A. M., Gogtay, N., & Appelbaum, P. S. (2023). DSM-5-TR: rationale, process, and overview of changes. <i>Psychiatric Services</i> , 74(8), 869-875. Stratton, P., & Low, D. C. (2020). Culturally sensitive measures of family therapy. <i>The Handbook of Systemic Family Therapy</i> , 4, 77-101.	Sep 24
6	<b>Measurement in family and group practice</b> <ul style="list-style-type: none"> <li>Data collection types</li> <li>Data analysis</li> <li>Group evaluation techniques</li> </ul>	Cuijpers, P. (2019). Targets and outcomes of psychotherapies for mental disorders: an overview. <i>World Psychiatry</i> , 18(3), 276-285. Weinberg, H. (2021). Obstacles, challenges, and benefits of online group psychotherapy. <i>American Journal of Psychotherapy</i> , 74(2), 83-88. Dudley, J. R. & Shears, J. (2020). Analyzing evaluation data. In J. R. Dudley (2020). <i>Social work evaluation: Enhancing what we do</i> (pp. 255-275). Oxford University Press.	Oct 1
7	<b>Analyzing evaluation data</b> <ul style="list-style-type: none"> <li>Analyzing evaluation data</li> <li>Interpreting tables</li> <li>Interpreting statistics and clinical results</li> <li>Application to a case vignette</li> </ul>	Black, L., Panayiotou, M., & Humphrey, N. (2023). Measuring general mental health in early-mid adolescence: A systematic meta-review of content and psychometrics. <i>JCPP Advances</i> , 3(1), e12125. Dictado, J., & Torres-Harding, S. R. (2023). Predictors of therapy trainees' pathologizing and invalidating microaggressions with sexual and	Oct 8 <b>Assignment 1 due</b>

Unit	Topics	Readings	Dates
		racial minority therapy clients. <i>Training and Education in Professional Psychology</i> , 17(3), 304. Fried, E. I., Flake, J. K., & Robinaugh, D. J. (2022). Revisiting the theoretical and methodological foundations of depression measurement. <i>Nature Reviews Psychology</i> , 1(6), 358-368. Jamison-Petr, J. R., & Williams, J. L. (2023). Understanding Black and African American Grief Following Inclusion of Prolonged Grief Disorder in the DSM-5-TR. <i>Journal of Racial and Ethnic Health Disparities</i> , 1-11.	
<b>MODULE THREE: Populations and Programs</b>			
8	<b>Using data to identify problems and service needs across populations</b> <ul style="list-style-type: none"> <li>▪ Identifying and understanding client problems and service needs</li> <li>▪ Diversity related and cultural competency considerations</li> <li>▪ Agency and community needs assessments</li> <li>▪ Environmental scans</li> <li>▪ Community mapping</li> </ul>	Guion, L. A., Chattaraj, S., & Sullivan-Lytle, S. (2005). Framework for culturally proactive programs. <i>Journal of Family and Consumer Sciences</i> , 97(1), 76-83. Luo, Y., Ruggiano, N., Bolt, D., Witt, J. P., Anderson, M., Gray, J., & Jiang, Z. (2023). Community asset mapping in public health: a review of applications and approaches. <i>Social Work in Public Health</i> , 38(3), 171-181. Shahid, M., & Turin, T. C. (2018). Conducting comprehensive environmental scans in health research: a process for assessing the subject matter landscape: the basics of environmental scan. <i>Journal of Biomedical Analytics</i> , 1(2), 71-80.	Oct 15
9	<b>Understanding administrative, empirical, and public data sources to inform practice</b> <ul style="list-style-type: none"> <li>▪ Agency/Administrative data</li> <li>▪ Public data</li> <li>▪ Empirical data</li> <li>▪ Use and misuse of data</li> <li>▪ Research Spotlight: USC Children's Data Network (CDN)</li> <li>▪ Case examples</li> <li>▪ Diversity-related considerations</li> </ul>	Herz, D. C., Dierkhising, C. B., Raithel, J., Schretzman, M., Guiltinan, S., Goerge, R. M., ... & Abbott, S. (2019). Dual system youth and their pathways: A comparison of incidence, characteristics and system experiences using linked administrative data. <i>Journal of Youth and Adolescence</i> , 48, 2432-2450. Penner, A. M., & Dodge, K. A. (2019). Using administrative data for social science and policy. <i>The Russell Sage Foundation Journal of the Social Sciences</i> , 5(2), 1-18.	Oct 22

Unit	Topics	Readings	Dates
10	<p><b>Integration and centering of community voice</b></p> <ul style="list-style-type: none"> <li>▪ Interviews and focus groups</li> <li>▪ Photovoice</li> <li>▪ Video and audio community story telling efforts</li> <li>▪ Diversity considerations</li> </ul>	<p>Knott, E., Rao, A. H., Summers, K., &amp; Teeger, C. (2022). Interviews in the social sciences. <i>Nature Reviews Methods Primers</i>, 2(1), 73.</p> <p>Li, E. P. H., Prasad, A., Smith, C., Gutierrez, A., Lewis, E., &amp; Brown, B. (2019). Visualizing community pride: Engaging community through photo- and video-voice methods. <i>Qualitative Research in Organizations and Management: An International Journal</i>, 14(4), 377-392.</p> <p>Malka, M. (2022). Photo-voices from the classroom: Photovoice as a creative learning methodology in social work education. <i>Social Work Education</i>, 41(1), 4-20.</p> <p>Whitman, A., De Lew, N., Chappel, A., Aysola, V., Zuckerman, R., &amp; Sommers, B. D. (2022). Addressing social determinants of health: Examples of successful evidence-based strategies and current federal efforts. <i>Office of Health Policy</i>, 1-30. <a href="https://www.aspe.hhs.gov/sites/default/files/documents/e2b650cd64cf84aae8ff0fae7474af82/SDOH-Evidence-Review.pdf">https://www.aspe.hhs.gov/sites/default/files/documents/e2b650cd64cf84aae8ff0fae7474af82/SDOH-Evidence-Review.pdf</a></p>	<p>Oct 29</p> <p><b>Assignment 2 due</b></p>
11	<p><b>Program evaluation and logic models for program design</b></p> <ul style="list-style-type: none"> <li>▪ Setting program goals</li> <li>▪ Process and outcome objectives</li> <li>▪ Introducing logic models</li> <li>▪ Policy considerations</li> </ul>	<p>Dudley, J. R. (2020). Chapter 7: Goals and objectives. In <i>Social work evaluation: Enhancing what we do</i> (3rd ed., pp. 149-168). Oxford University Press, USA.</p> <p>McLaughlin, J. A., &amp; Jordan, G. B. (2015). Using logic models. <i>Handbook of practical program evaluation</i>, 62-87.</p> <p>Ali, S., Mahmood, A., McBryde-Redzovic, A., Humam, F., &amp; Awaad, R. (2022). Role of mosque communities in supporting Muslims with mental illness: Results of CBPR-oriented focus groups in the Bay Area, California. <i>Psychiatric Quarterly</i>, 93(4), 985-1001.</p>	<p>Nov 5</p>
12	<p><b>Program evaluation and quality assurance</b></p> <ul style="list-style-type: none"> <li>▪ Definition of evaluation</li> <li>▪ Types of evaluation</li> <li>▪ Measuring outcomes from adverse childhood events (ACEs)</li> </ul>	<p>Dudley, J. R. (2020). Chapter 4: Common types of evaluations. In <i>Social work evaluation: Enhancing what we do</i> (3rd ed., pp. 56-76). Oxford University Press, USA.</p> <p>Thomeer, M. B., Moody, M. D., &amp; Yahirun, J. (2023). Racial and ethnic</p>	<p>Nov 12</p>

Unit	Topics	Readings	Dates
	<ul style="list-style-type: none"> <li>Ethics in evaluations</li> </ul>	disparities in mental health and mental health care during the COVID-19 pandemic. <i>Journal of Racial and Ethnic Health Disparities</i> , 10(2), 961-976.	
13	<b>Measurements review and consultation with instructor</b> <ul style="list-style-type: none"> <li>Measurable principles: <ul style="list-style-type: none"> <li>Reliability and validity</li> <li>External and internal validity</li> <li>Types of measurements</li> <li>Data collection techniques</li> <li>Consultation with instructor</li> </ul> </li> </ul>	Hatch, E., Brown, K., Hollis, R. B., Barnett, S., Seydel, K., & Ferguson, K. M. (2022). Constructing a quality standards assessment with service provider and youth perspectives. <i>Human Service Organizations: Management, Leadership &amp; Governance</i> , 46(4), 309-323. Dudley, J. R. (2020). Chapter 9: Is your intervention effective? In <i>Social work evaluation: Enhancing what we do</i> (3rd ed., pp. 215-250). Oxford University Press, USA.	Nov 19  <b>Assignment 3 due</b>
14	Class Presentations	Dudley, J. R. (2020). Chapter 12: Becoming critical consumers of evaluations. In <i>Social work evaluation: Enhancing what we do</i> (3rd ed., pp. 295-314). Oxford University Press, USA.	Nov 26  <b>Presentations</b>
15	Class Presentations		Dec 3  <b>Presentations</b>
	Exam week – no class		

## **XXI. 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](https://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Student Financial Aid and Satisfactory Academic Progress**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

### **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](mailto:sdp.adc@usc.edu)).

*[Counseling and Mental Health Services:](#)*



USC offers a variety of mental health services and resources. Students who have opted to pay the student health fee (SHF) can access short-term counseling services, as well as other mental health services, through the USC Counseling & Mental Health Center by calling 213-740-9355 (WELL) 24/7 or visiting the website at <https://sites.usc.edu/counselingandmentalhealth/>.

Students who elected not to pay the student health fee, or who live out-of-state, can visit <https://studenthealth.usc.edu/for-online-students/> for mental health information and resources or contact the Student Wellness Coordinator at [sdp.adc@usc.edu](mailto:sdp.adc@usc.edu) for additional support with access to services.

*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.

*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) 740-2500*

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.

*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](mailto: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.

[Kortschak Center for Learning and Creativity](#) - 213-740-7884, [kortschakcenter@usc.edu](mailto:kortschakcenter@usc.edu)

The Kortschak Center offers academic coaching and resources.

[The Writing Center](#) - 213-740-3691, [writing@usc.edu](mailto:writing@usc.edu)

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

## **XXII. List of Appendices**

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

### **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!