

20071 / SWK4625HS - Contemporary Issues with Children and Their Families: Research, Practice & Policy

Course Coordinator: Susan Stern

Instructors: Aron Shlonsky

Kevin Stoddart

Course Description

This course examines research on selected practice and policy issues arising in social work practice with children and their families.

Through analysis of a selection of critical issues, the course emphasizes evidence-based practice and critical thinking to determine what programs and policies are best suited to address the needs of children, adolescents, and their families and communities.

Grading Scheme

20% Course Contribution

45% EBSW Policy/Practice Paper

35% From Research to Practice and Policy Conference Presentation

Rationale and Significance

This course examines research on selected practice and policy issues arising in social work practice with children and their families. Through analysis of a selection of critical issues, the course emphasizes evidence-based practice and critical thinking to determine what programs and policies are best suited to address the needs of children, adolescents, and their families and communities.

The course is designed to complement the Social Work Practice with Children and Adolescents, and the Social Work Practice with Families courses which together form the core of the Children and their Families specialization. As such, the course is guided by the specialization's ecological developmental framework, emphasizing the multiple determinants of problem behavior and also of resilient development across developmental phases. The course examines cross cutting issues within the ecology of children, adolescents and their families across multiple systems. From this perspective, the course emphasizes opportunities for action at all levels of children's social ecology, from individual interventions, to prevention programs, to developing more effective policies.

Goals & Objectives

The course emphasizes best available research practice and critical thinking to inform program and policy development with children, adolescents, and their families and communities. It is designed to support the faculty's commitment to "prepare graduates for ethical, competent, innovative and effective, professional social work practice" (Faculty Mission Statement, 1991). The course meets two key goals:

- (1) introduce students to the key practice and policy issues that they will encounter in working with children and their families; and
- (2) teach students how to make use of the best available research to guide practice and policy.

Building on the Research for Evidence-Based Social Work Practice course, students will be able to identify and appraise the best available research in child and family areas, to integrate current best evidence into clinical and policy decision-making, and to evaluate outcomes as empirically supported knowledge is adapted to different populations and contexts. Specifically the course is designed to ensure that students:

- i. are aware of critical issues -- such as family violence, poverty, racism and mental health - - affecting children and their families, including relevant theories, research, policies and practice.
- ii. understand disorders as complex interactions of vulnerabilities, resilience and environmental factors.
- iii. demonstrate knowledge of policies and legislation impacting children and their families.
- iv. are able to work within a multi-systemic and interdisciplinary context.
- v. are aware of community resources, advocacy groups and community organizations available to help children and their families.
- vi. demonstrate knowledge of professional ethical guidelines and are able to analyse ethical dilemmas arising from work with children and their families.
- vii. are able to identify, critically appraise, and utilize the best available research.
- viii. are able to integrate current best evidence with client preferences/actions and clinical state/circumstances.
- ix. are able to succinctly present evidence-based syntheses and practice/policy recommendations in written and oral forms.

Educational Philosophy and Organization of Course

This course consists of individual sessions and modules covering a selection of contemporary issues affecting children and their families. Each session or module will examine research on the scope of the targeted issues, a review of the best available evidence on prevention and intervention, and an examination of policies impacting the issue. Each class section will be assigned a core instructor amongst the instructors responsible for delivering the overall course. Students will more fully discuss and explore each topic as well as examine integration of the modules and themes emerging across them with their core instructor.

Throughout the course, there will be an emphasis on bridging research, practice and policy. Each presentation will be developed and delivered by faculty or invited speakers with research expertise relevant to the selected topic. Through the inclusion of guest lecturers by community practitioners, researchers, and policy-makers, case studies and students' practicum experiences, current research will be examined as it applies to specific practice and policy examples.

Students will be expected to review assigned materials and be prepared to fully participate in analysis of practice and policy situations, class discussion, and applied exercises. An adult learning model is utilized with the expectation that students and faculty will share one's

perspectives, experiences and ideas, and provide space for those of others respecting divergent views even if we do not agree with them. It is the responsibility of everyone in the classroom to strive toward an environment that is respectful of the diverse racial, ethnic, age, sexual orientation and religious backgrounds as well as life and professional experiences of course participants. Students will be encouraged to assist in each other's development and are expected to accord their colleagues the sensitivity and confidentiality similar to the environment they would offer in professional practice.

Course Outline

Week 1: January 9 (Susan Stern, Aron Shlonsky, Kevin Stoddart)

Evidence-based practice and policy
Developmental ecological framework
Introduction to course expectations and organization
Links to other specialization courses

Required Readings:

Mullen, E.J., Shlonsky, A., Blesdoe, S.A., & Bellamy, J.L (2005). From concept to implementation: Challenges facing evidence-based social work. *Evidence and Policy*, 1(1), 61-84.

Stormshak, E.A. and Dishion, T.J. (2002). An ecological approach to child and family clinical and counseling psychology. *Clinical Child and Family Psychology Review*, 5(3), 197-215.

Week 2: January 16

The Process of EBP – short review (Aron Shlonsky)
Small group introductions and discussion

Required Readings:

READ ONE OF THE BELOW:

Hoagwood, K., Burns, B.J., Kiser, L., Ringeisen, H., & Schoenwald, S. K. (2001). Evidence-based practice in child and adolescent mental health services. *Psychiatric Services*, 52(9), 1179-1189.

OR

Hoagwood, K., & Koretz, D. (1996). Embedding prevention services within systems of care: Strengthening the nexus for children. *Applied & Preventive Psychology* 5, 225-234.

Week 3: January 23 (Bruce Rivers, Executive Director of Community Living Ontario and former Director of the Ontario Ministry of Children and Youth Services Child Welfare Secretariat)

The child welfare transformation in Ontario

Required Readings:

Trocmé, N., Fallon, B., MacLaurin, B., Daciuk, J., Felstiner, C., Black, T., Tonmyr, L., Blackstock, C., Barter, K., Turcotte, D., Cloutier, R. (2005). Canadian Incidence Study of Reported Child Abuse and Neglect – 2003: Major Findings. Minister of Public Works and Government Services Canada.

Rycus, J.S. & Hughes, R.C. (in press). Assessing risk throughout the life of a child welfare case. In Duncan Lindsey and Aron Shlonsky (eds.). *Child Welfare Research*. Oxford University Press.

Testa, M. (in press). New Permanency Strategies for Children in Foster Care. In Duncan Lindsey and Aron Shlonsky (eds.). *Child Welfare Research*. Oxford University Press.

Ontario Ministry of Children and Youth Services (2005). *Child Welfare Transformation 2005: A strategic plan for a flexible, sustainable and outcome oriented service delivery model*.

Weeks 4: January 30 (Melanie Barwick, Community Health Systems Resource Group, Hospital for Sick Children; Assistant Professor, Psychiatry and Public Health Services, University of Toronto and Frances Ruffulo, Manager of Membership Services, Children's Mental Health Ontario)

EBP in children's mental health: Ontario's current initiatives
Systems of care: co-ordination of children's service systems
Dissemination and knowledge transfer

Required Readings:

Barwick, M.A., Boydell, K.M., Stasiulis, E., Ferguson, H.B., Blase, K., & Fixsen, D. (2005). Knowledge transfer and evidence-based practice in children's mental health: Executive Summary. Toronto, ON: Children's Mental Health Ontario. Full text available at: www.cmho.org.

Schoenwald, S.K., & Hoagwood, K. (2001). Effectiveness, transportability, and dissemination of interventions: What matters when? *Psychiatric Services*, 52 (9), 1190-1197.

Hernandez, M., & Hodges, S. (2003). Building upon the theory of change for systems of care. *Journal of Emotional and Behavioral Disorders*, 11 (1), 19-26.

Ontario's Policy Framework for Child and Youth Mental Health. Ministry of Children and Youth Services, Children's mental health Ontario. 2006 Conference.

Recommended Reading:

Glisson, C., & Hemmelgarn, A. (1998). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems. *Child Abuse & Neglect*, 22 (5), 401-421.

Week 5: February 6 (Ramona Alaggia, Associate Dean and Professor, FSW)

Effects of domestic violence on children and families
Child welfare and children's mental health: practice and policy

Required Readings:

Jones, L.P., Gross, E., Becker, I. (2002). The characteristics of domestic violence victims in a child protection service caseload. *Families in Society*. 83 (4), 405-415.

Magen, R. (1999). In the best interests of battered women: Reconceptualizing allegations of failure to protect. *Child Maltreatment*, 4(2), 127-135.

Wolfe, D.A., Crooks, C., Lee, V., McIntyre-Smith, A. & Jaffe, P. (2003). The effects of children's exposure to domestic violence: A meta-analysis and critique. *Clinical Child and Family Psychology Review*, Vol. 6, No. 3, 171-187.

Straga, S. (2006). Failure to protect: Child welfare interventions when men beat mothers. In Alaggia, R. & Vine, C. (Eds.) *Cruel but not Unusual: Violence in Canadian Families*. Wilfrid Laurier University Press (pp. 237-266).

Recommended:

Alaggia, R. & Maiter, S. (2006). Domestic Violence and Child Abuse: Issues for Immigrant and Refugee Families. In Alaggia, R. & Vine, C. (Eds.) *Cruel but not Unusual: Violence in Canadian Families*. Wilfrid Laurier University Press (pp.99-125).

English, D., Edleson, J. & Herrick, M. (2005). Domestic violence in one state's child protective caseload: A study of differential case dispositions and outcomes. *Children and Youth Services Review*, 27, 1183- 1201.

Weeks 6: February 13 (Kathryn Levene, Associate/Early Intervention Services Director and Marg Walsh, Research Coordinator, Child Development Institute)

Conduct problems and antisocial behavior
Risk assessment
Prevention and treatment
Gender specific issues and intervention
Co-morbidity of aggression and depression
Prevention and intervention across service systems

Required Readings (See handouts pg for comments on readings):

Evidence Based Practices for Conduct Disorder in Children and Adolescents (2002). Toronto, ON: Children's Mental Health Ontario. (Read sections 1-3; skim 4 & 5).

Pepler, D.J., Walsh, M.M. & Levene K.S. (2004). Interventions for aggressive girls: Tailoring and measuring the fit. In M. Moretti, C. Odgers, & M. Jackson (Eds.), *Girls and aggression: Contributing factors and intervention principles: Perspectives in law and psychology* (Vol. 19) (pp. 131-146). New York: Kluwer Academic/Plenum Publishers.

READ ONE OF THE FOLLOWING: BURNS OR AUGIMERI

Burns, B.J., Howell, J.C., Wiig, J.K., Augimeri, L.K., Welsh, B.C., Loeber, R., & Petechuk, D. (March 2003). Treatment, Services, and Intervention Programs for Child Delinquents. *Child Delinquency Bulletin Series*. U.S. Department of Justice Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Augimeri, L.K., Koegl, C.J., & Goldberg, K. (2001). Children under 12 years who commit offenses: Canadian legal and treatment approaches. In R. Loeber & D.P. Farrington (Eds.), *Child delinquents: Development, intervention, and service needs* (pp. 405-414). Thousand Oaks: Sage Publications, Inc.

READ ONE OR MORE OF THE FOLLOWING (ARTZ OR KEENAN) OR SELECT ONE OF THE RECOMMENDED ARTICLES ON GIRLS' AGGRESSIION

Artz, S., & Nicholson, D. (2005). *Aggressive Girls - Overview Paper* National Clearinghouse on Family Violence. Health Canada.

Keenan, K., Loeber, R., & Green, S. (1999). Conduct Disorder in Girls: A Review of the Literature. *Clinical Child and Family Psychology Review*, 2 (1), 3-19.

Recommended:

Stern, S. B. (2004). Evidence-based practice with antisocial and delinquent youth: The key role of family and multisystemic interventions. In H. E. Briggs & Rzepnicki, T. (Eds.), *Using Evidence for Social Work Practice* (pp. 104-127). Chicago, IL: Lyceum Books, Inc.

Augimeri, L.K., Koegl, C.J., Levene, K.S., Webster, C.D. (2005). Early assessment risk list for boys and girls: EARL-20B and EARL-21G. Reprinted from T. Grisso, G. Vincent, & D. Seagrave (Eds.), *Mental Health Screening and Assessment in Juvenile Justice* (pp. 295-310). NY: Guilford Press.

Webster, C.D., Augimeri, L.K., & Koegl, C.J. (2002). The under 12 outreach project for antisocial boys: A research based clinical program. In R.R. Corrado, R. Roesch, S.D. Hart , & J.K. Gierowski. (Eds.), *Multi-problem violent youth: A foundation for comparative research on needs, interventions and outcomes* (pp. 207-218). Amsterdam: IOS Press.

Pepler, D., & Sedighdeilami, F. (1998). Aggressive Girls in Canada. Applied research Branch, Strategic policy. Human Resources Development Canada. Full text link:
<http://www.hrsdc.gc.ca/en/cs/sp/sdc/pkrf/publications/research/1998-000127/page00.shtml>

Gorman-Smith, D., & Loeber, R. (2005). Are Developmental Pathways in Disruptive Behaviors the Same for Girls and Boys? *Journal of Child and Family Studies*, 14 (1), 15-27.

Akin-Little, A., & Little, S.G. (2003). Conduct Disorder in Girls: Diagnostic and Intervention Issues. *Psychology in the Schools*, 40(2), 183-192.

February 20: Reading Week

Week 7: February 27

(Barbara Muskat, Director of Community Consultation, Integra Children's Mental Health Centre)

Learning disabilities
ADHD, anxiety

Required Readings:

Mishna, F. & Muskat, B. (2004). School-based group treatment for students with learning disabilities: A collaborative approach. *Children and Schools*, 26(3) 135-150.

Rourke, B.P. (1988). Socioemotional Disturbances of Learning Disabled Children. *Journal of Consulting and Clinical Psychology*, 56(6), 801-810.

McDermott, P.A. et al. (2006). A Nationwide Epidemiologic Modeling Study of LD: Risk, Protection, and Unintended Impact, 39(3), 230- 251.

Week 8: March 6 (Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada)

First Nations child welfare
Findings and implications from the Canadian Incidence Study
Child maltreatment and family violence
Reconciliation in child welfare

Required Readings:

Blackstock, C., Cross, T., Brown, I., George, J., & Formsma, J. *Reconciliation in Child Welfare: Touchstones of Hope for Indigenous children, youth and families*. Ottawa: First Nations Child and Family Caring Society of Canada. Available on line at www.reconciliationmovement.org

Blackstock, C. & Trocme, N. (2004). *Community Based Child Welfare for Aboriginal children: Supporting Resilience through Structural Change in Pathways to Resilience: A handbook of*

theory, methods and interventions. Michael Unger, Ed. Thousand Oaks, California: Sage Publications. P.105-120.

Loxley, J.; DeRiviere, L.; Prakash, T.; Blackstock, C., Wien, F. & Thomas Prokop, S. *Wen:de – the Journey Continues*. Ottawa: First Nations Child and Family Caring Society of Canada. P.7-60 Available on line at www.fncaringociety.com (Helpful note: for those of you with very little reading time please pay particular attention to the charts on pages 42 and 43 and to the summary of findings at the close of the chapter)

Week 9: March 13 (Kenise Murphy Kilbride, Ryerson University)

Immigrant and refugee youth and families: issues and implications for newcomer services
Loss, separation, and trauma
Positive youth development
Capacity building, collaborating with youth, families, and communities

Required Readings:

Anisef, Paul and Kenise Murphy Kilbride. 2000. *The Needs of Newcomer Youth and Emerging "Best Practices" to Meet Those Needs*. Joint Centre of Excellence for Research on Immigration and Settlement - Toronto.

Available at:

<http://ceris.metropolis.net/Virtual%20Library/other/anisef1.html>

Beiser, M., Armstrong, R., Ogilvie, L., Oxman-Martinez, J. & Rummens, A. (2005). *The New Canadian Children and Youth Study: Research to fill a gap in Canada's children's research agenda*. *Canadian Issues*, Spring, 21-24.

Beiser, M., Hou, F., Hyman, I., & Tousignant, M. (2002). *Poverty, family process, and the mental health of immigrant children in Canada*. *American Journal of Public Health*, 92, 220-227.

Kilbride, M. Kenise and Paul Anisef, Etta Baichman-Anisef and Rhanda Khattar. 2000. *Between Two Worlds: The Experiences and Concerns of Immigrant Youth in Ontario*. CERIS Project Report.

Available at:

<http://ceris.metropolis.net/Virtual%20Library/other/kilbride2.html>

Recommended:

Kilbride, Kenise Murphy. 2000. *A Review of the Literature on the Human, Social, and Cultural Capital of Immigrant Children and Their Families with Implications for Teacher Education*. CERIS Working Paper Series.

Available at:

<http://ceris.metropolis.net/Virtual%20Library/education/Kilbride2/kilbride2.html>

Anisef, P., Kilbride, K.M., Ochaka, J. & Janzen, R. (2001). Study on Parenting Issues of Newcomer Families in Ontario. (150pp.) Toronto: Centre for Research & Education in Human Services (CREHS) and CERIS.

Anisef, P. & Kilbride, K.M. (2001). To Build on Hope: Overcoming the Challenges Facing Newcomer Youth at Risk in Ontario. (110pp.) Toronto: CERIS.

Khanlou, N., Beiser, M., Cole, E., Freire, M., Hyman I. and Kilbride, K.M. (2002). Mental Health Promotion Among Newcomer Female Youth: Post-Migration Experiences and Self-Esteem. Status of Women Canada: Ottawa, Ontario.

Khanlou, N. and Crawford, C. (2006). Post-Migratory Experiences of Newcomer Female Youth: Self-Esteem and Identity Development. *Journal of Immigrant and Minority Health*, Vol. 8, (1), 45-56.

Week 10: March 20 (Susan Stern, FSW and Brian Beech, Clinical & Research Consultant, Triple P York/Simcoe, Kinark Child and Family Services)

Implementation of two evidence-based parenting programs across Ontario
Prevention-intervention continuum
Engagement and intervention challenges
Effects of family adversity and parent mental health

Required Readings:

Stern, S.B., Alaggia, R., Watson, K., & Morton, T. (in press). Implementing an Evidence-Based Parenting Program with Adherence in the Real World of Community Practice. *Research on Social Work Practice*.

Sanders, M. (1999). Triple P-Positive Parenting Program: Towards an Empirically Validated Multilevel Parenting and Family Support Strategy for the Prevention of Behavior and Emotional Problems in Children. *Clinical Child and Family Psychology Review*, 2 (2), 71-90.

Webster-Stratton, C. (June, 2000). The Incredible Years Training Series. *Juvenile Justice Bulletin*. US Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Turner, K., & Sanders, M. (2006). Dissemination of evidence-based parenting and family support strategies: Learning from the Triple P—Positive Parenting Program. *Aggression and Violent Behavior*, 11, 176-193.

Read one of the next two articles either on IY in the community or parenting programs in child welfare:

Webster-Stratton, C. (1997). From parent training to community building. *Families in Society*, 78(2), 156-172.

Barth, R.P., Landsverk, J., Chamberlain, P., Reid, J.B., Rolls, J.A., Hurlburt, M.S., Farmer, E., James, S., McCabe, K., & Kohl, P. (2005). Parent-Training Programs in Child Welfare Services: Planning for a More Evidence-Based Approach to Serving Biological Parents. *research on Social Work Practice*, 15, 353-371.

Optional Readings:

Stern, S. B., Smith, C. A., & Jang, S. J. (1999). Urban families and adolescent mental health. *Social Work Research*, 23(1), 15-27.

Podorefsky, D., McDonald-Dowdell, M., & Beardslee, W.R. (2001). Adaptation of preventive interventions for a low-income culturally diverse community. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40 (8), 879-886.

Week 11: March 27 (Faye Mishna, FSW)

Bullying
Cyberabuse

Required Readings:

Mishna, F. (2003). Learning disabilities and bullying: Double jeopardy. *Journal of Learning Disabilities*, 36(4), 336-347.

Mishna, F. & Muskat, B. (2004). School-based group treatment for students with learning disabilities: A collaborative approach. *Children & Schools*, 26(3), 135-150.

Week 12: December 5
Course evaluation

Week 12: April 3rd (Passover) (Dr. Kevin Stoddart)

Autism Spectrum Disorders (ASD)
Conference preparation

Required Readings:

Bodfish, J. (2004) Treating the core features of autism: Are we there yet? *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 318-326.

Steyn, B. & LeCouteur, A. (2003) Understanding autism Spectrum Disorders. *Current Paediatrics*, 13, 274-278.

Stoddart, K.P., Muskat, B. & Mishna, F. (2005) Children and Adolescents with Asperger Syndrome: Social Work Assessment and Intervention. In Stoddart, K.P. (Ed.) *Children, Youth and Adults with Asperger Syndrome: Integrating Multiple Perspectives*. London, UK : Jessica Kingsley Publishers.

Jansen, P. (2005) Asperger Syndrome: Perceiving Normality. In Stoddart, K.P. (Ed.) Children, Youth and Adults with Asperger Syndrome: Integrating Multiple Perspectives. London , UK : Jessica Kingsley Publishers.

Optional:

Bryson, S.E, Rogers, S.J. & Fombonne, E. (2003) Autism Spectrum Disorders: Early Detection, Intervention, Education and Psychopharmacological Management. Canadian Journal of Psychiatry, 48(8), 506-516.

Herbert, J.D., Sharp, I.R. & Gaudiano, B.A. (2002) Separating fact from fiction in the etiology and treatment of Autism: A scientific review of the evidence. The Scientific Review of Mental Health Practice, 1(1).

Week 13: April 10

EBSW Conference: From Research to Practice and Policy

Evaluation of Students

*All assignments require a significant integration of the readings from assigned articles and it is expected that students will strive to deepen their individual understandings through additional independent reading.

a) Course Contribution (20%): (1) Each week, every student will post a practice and/or policy-related question, comment, or reaction to the articles assigned for the week. These weekly contributions will emerge from your understanding of the readings for the week and the issues they raise. That is, your contribution must convey to us that you have read and grasped the week's materials. (2) The contribution must be posted on the class website's bulletin board by 12 noon each Monday prior to class. We encourage each student to read all of the bulletin board comments, and to even respond to comments over the course of the week, to add to the richness of our weekly small group discussions. (3) Each student is expected to attend classes and actively contribute to class discussions and exercises. If a student is unable to attend a class due to illness, weather conditions, or emergency, s/he is responsible for the material missed in class. Class contribution will be graded on quality, not quantity, and is based on a collaborative assessment of your being prepared for and participating in class, and comprehension and ability to apply material from your readings and class content to demonstrate a growing understanding of contemporary issues with children and their families.

Criteria for assessment:

- Attendance
- Knowledge of the literature (assigned and independent readings)
- Integration of theory, research, practice, and policy
- Critical thinking and openness
- Demonstration of collegiality and mutual respect for class members

b) EBSW Policy/Practice Paper (45%): The EBP paper provides students with an opportunity to research and develop an in-depth understanding of a key practice or policy question. This includes an integrated critical appraisal of the scholarly literature that demonstrates an understanding of diverse research methodologies and findings, and the ability to synthesize and draw one's own conclusions about the status of practice or policy in a selected area. Students must synthesize rather than compartmentalize. The goal is to develop a set of implications based on a theoretical understanding of the topic, contextual factors, and the best available research evidence.

Your document should reflect the rigorous application of the EPB process and be written so that your synthesis and recommendations speak to the field – social work practitioners and policymakers. The specifics of the paper include:

- i Provide a 1 page executive summary of your paper. This should probably be the last thing you do, but should be the first section of the paper. The executive summary should briefly inform the reader about the problem area you are addressing, the focus of your agency, the findings from your literature search, how you plan to integrate these findings with client or policy context, and how you will evaluate your success. The rest of the paper will elaborate on each of these points.
- ii. Using the Gibbs (2003) EBP method (i.e., posing a COPES question, conducting a systematic search of multiple relevant databases, appraising research found), each student will develop a specific policy or practice question and complete a critical review of the best available evidence to address the question and propose or discuss some potential solutions. This question must be new one and not one that was used for the core Research Methods for Evidence-based Practice course or in any other assignments from other classes.
- iii. The question can be one of your weekly questions or a newly developed one, but should be an area you are passionate about and that has practical application. Briefly tell us why you chose this question and its significance for children and families in the social work context. Include the specific question (in COPES format) in the text of your paper.
- iv. Conduct an efficient search using multiple scholarly databases. FINAL, specific search terms, combining strategy, and databases queried must be included in the text (e.g., the terms (child abuse OR child welfare OR protective services) AND (parent* education OR Parent* class* or parent* train*) AND (meta-anal* OR meta anal* OR metaanal* OR systematic review*) were entered into Medline, CINAHL, PsycInfo, and Social Work Abstracts. Students are welcome to append a more detailed search strategy, but are not required to do so.
- v. Identify and appraise the best available research. This section should be a synthesis rather than a laundry list of studies. That being said, students are welcome to use the Quality of Study Rating Form (QSRF) or other rating forms to assist them in evaluating study quality. However, the idea here is to communicate methodological quality rather than a simple score on one of these tools. That is, tell us why a study is of high or low quality, and tell us in such a way that a lay person can understand. Address the methodological strengths and limitations across the body of research that you reviewed.
- vi. Integrate current best evidence into the clinical and/or policy decision-making context to make your recommendations. This is the key portion of the assignment and is what makes this

assignment different than the EBP course taken in the first semester. This is where the rubber meets the road. How, exactly, will you integrate what you have found in your literature search with the client (micro or macro) at hand? What are some of the barriers to implementation? Does the literature fit with what you know about your client or policy context? How might you rectify these differences?

vii. Set up a preliminary evaluation plan for your particular intervention. This is not a program evaluation class, so this should not be the largest section of your paper. However, part of EBP is evaluating what is done to what effect, and this should be considered prior to the implementation of any intervention, whether practice or policy. How will you know whether your intervention is working? How would you set up a realistic evaluation (i.e., type of study design, definition of outcomes, data collection strategies)?

The assignment is meant to be a concise synthesis of the evidence and your recommendations for how to proceed from there. As such, there is a strict 10-page, double-spaced, 12 pt. Font, 1 inch margin (yes, all the way around) page limit (all of your instructors have played the font game – and any other game used to cram 20 pages into a 10 page space – so don't even try ☺). Please follow strict APA guidelines. The executive summary counts as part of your 10 pages, but more extensive search documentation and references do not.

Criteria for assessment:

- Meets Gibbs (2003) criteria for posing a question (i.e., client/agency/policy relevant, practical, searchable).
- Documented EBP systematic search procedures.
- Evidence of your understanding of the relevant literature and major concepts for your selected question.
- Your ability to appraise and synthesize the research literature.
- Your ability to integrate research into high quality practice and policy recommendations.
- Your ability to develop and describe a reasonable evaluation plan.
- Written product quality (organization, quality of content, clarity, concise and well-edited, appropriate citations), APA style, within page limit.

DUE: Monday, February 27, 2007 at the beginning of class. Late papers that have not received prior approval for extension by the course instructor will be graded down one step on the grading scale (e.g. B+ will become a B) and will not be accepted after 5 pm March 6th. Approval for extensions will be given only in extenuating circumstances and should be requested in writing.

c) From Research to Practice and Policy Conference Presentation (35%): This group assignment will assist students to integrate research evidence with policy and practice to examine multiple aspects of a complex issue facing children and their families. With the instructors' assistance, student groups will be formed around overlapping, student-specific interests. Groups will be asked to submit in writing their topic and to specify aspects/issues they plan to cover (e.g., access to care and racial disproportionality across child welfare and/or juvenile justice systems; community-based preventive and early interventions for conduct disorder; gender differences or co-morbidity in evidence-based child treatments). The final presentation title and a list of group members with full names as you would like them to appear on the conference brochure should be submitted electronically to your core instructor by March 20th. The group

will then design a comprehensive powerpoint presentation that synthesizes the research on varying aspects of this topic including: 1) the implications for treatment and policy decisions; 2) implementation within a Canadian or international context; 3) a preliminary plan to evaluate implementation outcomes. Presentation notes may be entered in the “notes” section of the powerpoint or typed and turned in separately accompanying the presentation. References, however, must be on the powerpoint slides or notes pages as appropriate. Please submit your final package: (a) electronically to your core instructor by noon, April 10th so we can set up the laptops and (b) bring to class multiple copies of your powerpoint in handouts form for the instructor, class colleagues, and conference attendees (we will notify you of expected numbers).

Criteria for assessment:

- Demonstrated understanding of the complexity of the selected issue.
- High quality synthesis of research on the issue.
- Implications are evidence informed and are responsive to a relevant practice/policy context.
- Presentation quality (professionalism, organization, clarity of communication, timing).
- Powerpoint product quality (slides are well-organized, contain high quality content, are clear and concise, well-edited, apply appropriate citations in APA style, and are inclusive of current best evidence).
- Group organization, cohesion and demonstration of knowledge in interaction with audience during discussion period.