**UNIVERSITY OF SOUTHERN CALIFORNIA**
**SCHOOL OF SOCIAL WORK**

**Instructor:  Janet U. Schneiderman, PhD**
**Office Hours: For 8AM class: 11AM-12Noon: For 1PM class: 4PM-5PM (or by appointment)**
**Office: SWC 226**
**Telephone: 213-821-1338**
**E-mail:** juschnei@usc.edu

**SW 603**
**MERGING POLICY, PLANNING & RESEARCH FOR CHANGE**
**IN FAMILIES & CHILDREN'S SETTINGS**

**Course Description**

This course is the capstone experience for the second year student in the Children and Families Concentration offering the student the opportunity to demonstrate a command of social welfare policy, practice and research skills by developing  a client centered grant proposal  that responds to an unmet service need or community issue.  The student will build on skills acquired in the foundation year - policy interpretation, organizational analysis, program design, organizational collaboration and research methods - to cultivate with specialized skills in grant writing and program evaluation in service areas related to children and family issues in complex urban areas.

The course is designed to help students apply social work theory, research methods and empirical data in the development of programs designed to enhance service delivery to children and families in a wide variety of settings including: large urban child welfare departments, very complex school systems, organizations built on private/public partnerships and not for profit community organizations.  Additionally, the course promotes innovative program development that addresses the needs of disadvantaged children and families from very diverse and complex social and cultural populations living in a large urban area where multiculturalism, diversity of languages and customs and issues related to immigration and acculturation issues are commonplace.

The course recognizes the broad range of issues involving children and families while at the same time allowing students flexibility in choosing specific areas of interest in which to focus their learning experience using a variety of service settings (e.g., schools, public child welfare, faith-based organizations, secular non-profits, etc.). Those students specializing in child welfare issues will incorporate their knowledge of the history and philosophy of child welfare practices, their ability to identify and measure outcomes in public child welfare programs into class discussions and course assignments. Those students specializing in social work in educational settings will incorporate their

knowledge of the structure and policies of educational institutions, the strengths and limitations of the educational system, critical issues challenging the systems and the role of the social worker in the educational system into class discussions and course assignments. Students focusing on other child and family issues will incorporate social work knowledge and skills developed in foundational classes and specialized electives into class discussion and course assignments.

Combining lectures with case based small group activity and independent learning responsibilities, the course challenges the student to think creatively and adopt innovative responses to issues confronting children and families in today's complex urban environment.

Prerequisite courses include SOWK 562 and 534

## Course Objectives
Students completing the course will:
1. Demonstrate familiarity with the history of social, economic, organizational and political theories and principles for service delivery systems to children and families in complex urban settings that now guide federal, state and local policy making and service provision.
2. Demonstrate an understanding of the scope, provisions and limitations of child welfare and educational systems in the U.S. with particular emphasis on social justice, diversity and cultural competency in urban settings;
3. Apply analytic skills in program development including incorporation of available data, needs/strengths assessment of clients/families, organizations, communities and systems;
4. Develop a grant proposal with specific client outcomes utilizing skills in goal and objective setting, service program design, and budget and fund development.
5. Demonstrate understanding of research concepts and critical application of empirical research findings to the development and evaluation of programs for children and families in diverse and complex urban settings; Demonstrate ability to analyze and assess research findings;
6. Analyze a variety of research concepts and methods in order to plan effectively, and evaluate the processes and impacts of a new program for families and children.
7. Develop an approach to program design and administrative and community practice that creates equal access to service for diverse groups and emphasizes an understanding of cultural diversity, gender, sexual orientation, religious preference, socio-economic status and people with disabilities.

## Course Expectations

### Assignments
Each workgroup will identify an unmet service need or community issue, engage in fact finding , identify the most relevant and reliable available data sources, marshal available data to support the case, develop hypotheses to explain the facts, develop ideas to

respond to the issues and gather and research data to support their ideas and hypotheses. Workgroups will develop a client centered grant proposal for improvement in service delivery/provision that includes a program evaluation plan for assessing the impact of the intervention on specified client outcomes. Students will have shared responsibility for the accomplishment of the group tasks and individual responsibility for completing a grant proposal and program evaluation. (Proposals may be linked in subject matter but clearly reflect individual work.)

Since each assignment builds upon the preceding assignment, assignment #1 will be attached to #2 at the time of submission of assignment #2; Assignments # 1 and 2 will be attached to Assignment #3, and Assignments #1, 2, and 3 will be attached to Assignment #4 when submitted.

### Assignment #1
Students will prepare a paper identifying the issue to be addressed, including available data to support their hypothesis and ideas responding to the issue. This paper will include a description of the field organization, related policy identification, and a problem statement for clients in the field.

This paper will account for 20% of the course grade. The assignment will be due Class #5 (2/13). This assignment supports course objectives 1, 2, 3 and 7. Further information will be distributed in class as a guide to this assignment.

### Assignment #2
Addressing the issue or unmet need identified in assignment #1, students will complete a client centered program proposal including goal and objective setting, service design, and budget development. The program is a micro/mezzo level intervention developed through a macro lens.

The proposal will account for 20% of the course grade. The assignment will be due class #9 (3/12). The assignment responds to course objectives 3, 4 and 7. Further information will be distributed in class as a guide to this assignment.

### Assignment #3
Students will complete the program proposal by developing the evaluation component of the proposal applying research concepts and skills to evaluate the impact of the program designed in assignment #1 and 2. This paper will include the research questions/hypotheses and methodology for evaluation. Further information will be distributed in class as a guide to this assignment.

This assignment will account for 20% of the course grade and is due Week 12 (4/9). This assignment is related to course objectives 5, and 6. Further information will be distributed in class as a guide to this assignment.

### Assignment #4

Students will complete the program evaluation plan.  This paper will include data analysis, strengths and limitations,  and a conclusion.  This paper will also include an executive summary of the entire program plan and evaluation.
This assignment will account for 20% of the course grade and is due the first day of finals week (5/6) at noon.  This assignment is related to course objectives 5, 6 and 7. Further information will be distributed in class as a guide to this assignment.

**Student Presentation:** Each student will participate in small group presentations of research studies to the class.  The study to be presented will be assigned and is designed to demonstrate the student's ability to analyze and assess research evaluation projects.  Presentations will occur weeks 13 and 14.  This assignment will account for 10% of the course grade. Peer review forms will be utilized by students for the group presentations and will count toward the group grade. This assignment is related to all of the course objectives with particular emphasis on objectives 5, and 6.

**Group Participation and Peer Review:** Student participation in the small group activities will account for 10% of the course grade. Attendance will be included in the group participation grade and will be taken at every class.

All written assignments will be measured not only on content but on professional presentation including generally accepted standards of English grammar, and composition. APA format will be required of all written assignments.

**Grading**
Grading in this class will be based on compliance with the assignments and quality of the work produced.

| | |
|---|---|
| **Assignment #1** | **20%** |
| **Assignment #2** | **20%** |
| **Assignment #3** | **20%** |
| **Assignment #4** | **20%** |
| **Presentation** | **10%** |
| **Group work** | **10%** |

All assignments will be scored on a percentage basis of 1% to 100%.  Percentages equal the following letter grades:

| | | | |
|---|---|---|---|
| 100% - 93 = A | 89% - 88% = B+ | 79% - 78% = C+ | 69% - 68% = D+ |
| 92%  - 90 = A - | 87% - 83% = B | 77% - 73% = C | 67% - 63% = D |
| | 82% - 80% = B- | 72% - 70% = C- | 62% - 60% = D- |
| | | | 59% and below = F |

## University Grading Policy

Within the 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 demonstrated by the student.

(2) A grade of B+ is 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 is 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- denotes 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 reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C-and F denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Note: Please refer to the *Student Handbook* and *The University Catalogue* for additional discussion of grades and grading procedures.

## Texts

This course will require one text not previously used in the graduate program. Additionally, to address the breadth of material covered in this course and to promote the integration of learning from courses completed during graduate school, this course encourages the use of texts that have been used in other classes throughout the graduate learning experience.

## Required Text

Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA: Thomson Brooks/Cole.

## Texts from prerequisite classes

*SW 562   Research*

Rubin, A. & Babbie, E.  (2005) Research methods for social work (5th ed.)  Pacific Grove, CA: Brooks/Cole Publishing Company.

OR

Monette, D.R., Sullivan, T.J., & DeJong, C.R. (2005). Applied social research: A tool for

the human services.  (5th ed.).  Belmont, CA: Brooks/Cole-Thompson Learning .

### SW 534 - Policy and Practice in Social Service Organizations

Netting, F.L., Kettner, P.M, and S. McCurtry, (2006). *Social Work Macro Practice* (5th ed.). New York, NY: Longman.

Karger, J.J. & Stoesz, D., (2008). *American Social Welfare Policy: A Pluralist Approach* (4th ed.). Boston MA: Allyn & Bacon.

## Texts from other classes

### SW 614 - Social Work in Educational Settings

Allen-Meares, P. (2006).  *Social Work Services in Schools* (5th ed.). Boston, MA: Allyn & Bacon.

Franklin, C., Harris, M.B., & Allen-Meares, P. (2006). *The School Services Sourcebook.* New York: Oxford University Press.

### SW 619 Controversial Issues in Public Child Welfare

Downs, S.W., Costin, L.B., & McFadden, L.J. (2009). *Child Welfare and Family Services: Policies and Practice* (8th ed.). White Plains, NY: Allyn and Bacon.

Required readings, other than the textbooks noted above, are on the USC library ARES system.  ARES can be accessed using https://usc.ares.atlas-sys.com/.  You can look under the course number SWOK 603 or by instructor name, Schneiderman.

## Class format

Delivery of this course will be learner centered and progressive; it will value student autonomy, build upon students' experiences and promote discovery and group interaction. Classes will be divided into small workgroups of four to five students per workgroup, defined by areas of interest. Class time will be divided between short, foundational lectures and workgroup activities.   Through task-based, small group activities, the students will gradually take more initiative assuming independent responsibilities for learning and the role of the instructor will shift toward that of tutor, guide, facilitator, resource person and challenger (challenging assumptions and asking pointed questions). Where feasible, team teaching is encouraged.

The online teaching and learning environment provided by the University's **Blackboard Academic Suite** support and facilitate student to student communication and interaction outside of class as well as access to instructor support.

## Attendance

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course

objectives which could affect your course grade.   Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days.  This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

**<u>Academic Accommodations</u>**
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester.  A letter of verification for approved accommodations can be obtained from DSP.  Please be sure the letter is delivered to the instructor as early in the semester as possible.  DSP is located in STU 301 and is open 8:30 AM - 5:00PM Monday through Friday.  The phone number for DSP is (213) 740-0776.

**<u>Emergency Response Information</u>**
To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

>    To leave a message, call (213) 740-8311
>    For additional university information, please call (213) 740-9233
>    Or visit university website; http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

<u>University Park Campus</u>                     <u>City Center</u>
MRF – Lot B                               Front of the building (12<sup>th</sup> & Olive)
SWC – Lot B                               <u>Orange County Campus</u>
WPH – McCarthy Quad                   Faculty Parking Lot
VKC – McCarthy Quad                    <u>Skirball Campus</u>
                                          Front of building

Do not re-enter the building until given the "all clear" by emergency personnel.


<center>

**<u>SW 603 – Spring 2009</u>**
**<u>COURSE OUTLINE AND READINGS</u>**

</center>

**SECTION I              PROGRAM PLANNING**

   **Session 1        Merging Policy, Planning and Research for Change (1/15)**

Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
> Chapter 1 - Introduction

Pearlmutter, S. (2002). Listening to clients: A research strategy for influencing social policy. *The Social Policy Journal, 1*(14), 43 -61.

Pecora, P.J., Fraser, M., Nelson, K.E., McCroskey, J., & Meezan, W. (1995). *Evaluating family-based services.* Hawthorne, NY: Aldine de Gruyter.
> Chapter 13 – Social Policy and Evaluation: An Evolving Symbiosis

**Meets objectives:  1, 3, 4 & 7**

**Session 2**	**Review of research concepts needed for program planning and evaluation (1/22)**
Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
> Chapter 14 – Pragmatic Issues

Scheonwald, S.K., Borduin, C.M., & Henggeler, S.W. (1998). Multisystemic therapy: Changing the natural and service ecologies of adolescents and families. In M. Epstein, K. Kutash, and A. Duchnowski (Eds). *Outcomes for Children and Youth with Behavioral and Emotional Disorders and Their Families: Programs and Evaluations Best Practices.* (pp. 485-511). Austin, TX:Pro-ed:.

Suggested Reading:
Monette, Sullivan, DeJong (2005). *Applied Social Research: Tool for the Human Services (5th ed).* Orlando, FL: Harcourt  College.
> Chapters: 2 – 6

Rubin, A. & Babbie, E.  (2005) *Research methods for social work (5th ed).* Pacific Grove, CA: Brooks/Cole Publishing Company.
> Chapters 3-6 and 8

**Meets objectives:  5 & 6**

**Session 3**	**Problem Statement/Needs Assessment of clients in the field placement; Recognition of how diversity of the clients affects needs and problem identification;  Proposal Writing (1/29)**
Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
> Chapter 3 – Needs Assessment

Chapter 15 – Writing Evaluation Proposals

Netting, F.L., Kettner, P.M, and S. McCurtry, (2004). *Social Work Macro Practice 3ʳᵈ Edition*. New York, NY: Longman.
    Pages 82-100 – Understanding Problems and Opportunities

**Meets objectives:  1, 2, 3, 4 & 7**

**Session 4        Goals and Objectives (2/6)**

Solomon, B. (2002). Accountability in public child welfare: Linking program theory, program specification and program evaluation.  *Children and Youth Services Review*, 24(6/7): 385-407.

Carlson, M. ( 2002).  *Winning Grants Step by Step. 2ⁿᵈ Edition.* New York: Jossey-Bass, A Wiley Company.
    Step 4: Defining Clear Goals and Objectives

**Meets objectives:  2, 3, 4 & 7**

**Session 5        Program Design/Program Statement with special attention to diverse cultures (2/13)**

Rapp, C.A. & Poertner, J., (1992). *Social Administration*: *A Client-Centered Approach*.  New York, NY: Longman.
    Chapter 2: Social Program Design

Scheonwald, S.K., Borduin, C.M., & Henggeler, S.W. (1998). Multisystemic therapy: Changing the natural and service ecologies of adolescents and families. In M. Epstein, K. Kutash, and A. Duchnowski (Eds). *Outcomes for Children and Youth with Behavioral and Emotional Disorders and Their Families: Programs and Evaluations BestPpractices.* (pp. 485-511). Austin, TX:Pro-ed.

Guion, L.A., Chattaraj, S., & Sullivan-Lytle, S., (2005). Framework for Culturally Proactive Programs. *Journal of Family and Consumer Sciences, 97*(1), 76-83.

Suggested Reading
Netting, F.L., Kettner, P.M, and S. McCurtry, (2004). *Social Work Macro Practice* 3ʳᵈ Edition. New York, NY: Longman
    Chapter 11- Planning, Implementing, Monitoring, and Evaluating the Intervention.

**Meets objectives:  2, 3, 4 & 7**

ASSIGNMENT #1 DUE – 20% of final grade

**Session 6      Methods (2/19)**
Rapp, C.A. & Poertner, J., (1992). *Social Administration*: *A Client-Centered Approach*.  New York, NY: Longman.
Chapter 2: Social Program Design

Suggested Reading
Netting, F.L., Kettner, P.M, and S. McCurtry, (2004). *Social Work Macro Practice* 3$^{rd}$ Edition. New York, NY: Longman
Chapter 11- Planning, Implementing, Monitoring, and Evaluating the Intervention

**Meets objectives:  2, 3, 4 & 7**

**Session 7      Budgeting/Funding  (2/26)**
Carlson, M. ( 2002).  *Winning Grants Step by Step. 2$^{nd}$ Edition.* New York: Jossey-Bass, A Wiley Company.
Step 8: Preparing the Program Budget

Rapp, C.A. & Poertner, J., (1992). *Social Administration*: *A Client-Centered Approach*.  New York, NY: Longman.
Chapter 5: Resource Management

**Meets objectives:  2, 3, 4 & 7**

**Session 8       Instructor  Meetings with Student Workgroups (3/5)**

**Meets objectives:  3, 4, & 7**

**SECTION II   PROGRAM EVALUATION**

**Session 9       Designing Formative and Summative Evaluations (3/12)**
Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
Chapter 5 –Formative and Process Evaluations
Chapter 9 – Group Research Designs

ASSIGNMENT #2 DUE – 20% of the course grade

**Meets objectives:  5 & 6**

**Session 10      Measurement Issues in Family Child Research (3/26)**

Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
  Chapter 2 – Ethical Issues in Program Evaluation
  Chapter 11 – Measurement Tools and Strategies
  Chapter 12 – Illustrations of Instruments

**Meets objectives:  5 & 6**

**Session 11  Instructor Individual meetings with student groups (4/2)**

**Meets objectives:  5 & 6**

**Session 12  Measurement Issues in Family Child Research – Data Analysis (4/9)**

Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
  Chapter 13 – Data Analysis

Pecora, P.J., Fraser, M., Nelson, K.E., McCroskey, J., & Meezan, W. (1995).  *Evaluatng family-based services.*  Hawthorne, NY: Aldine de Gruyter.
  Chapter 12 – Analyzing Findings and Writing Reports

ASSIGNMENT #3 IS DUE – 20% of the course grade

**Meets objectives:  5 & 6**

**Session 13  Student Presentations - Analysis of Evaluation Research (4/16)**

Rashid, S. (2004). Evaluating a transitional living program for homeless, former foster care youth. *Social Work Practice, 14*(4), 240-248.

Jones, L.P., Harris, R., & Finnegan, D. (2002). School attendance demonstration project: An evaluation of a program to motivate public assistance teens to attend and complete school in an urban school district. *Social Work Practice, 12*(2), 222-237.

Viggiani, P.A., Reid, W.J., Bailey-Dempsey, C. (2002).  Social Worker-Teacher Collaboration in the Classroom: Help for Elementary Students at Risk of Failure.  *Social Work Practice,12*(5), 604-620

STUDENT PRESENTATIONS  (10% of the course grade)

**Meets objectives:  5 & 6**

**Session 14      Student Presentations - Analysis of Evaluation Research (4/23)**

Layer, S.D., Roberts, C., Wild, K., & Walters, J. (2004).
Post abortion grief: Evaluating the possible efficacy of a
spiritual group intervention. *Social Work Practice, 14*(5),
344-350.

Patterson, G.T. (2004). Evaluating the effects of child abuse
training on the attitudes, knowledge, and skills of police
recruits. *Social Work Practice, 14*(4), 273-280.

STUDENT PRESENTATIONS  (10% of the course grade)

**Meets objectives:  5 & 6**

**Session 15      Overview of the Proposal Writing Process; Putting it all
Together (4/30)**

Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). Program
evaluation: An introduction. Belmont, CA. Thomson Brooks/Cole.
Chapter 15 – Writing Evaluation Proposals

Brun, C.F. (2005). A practical guide to social service evaluation.
Chicago, IL. Lyceum Books.
Chapter 6 – Reporting Evaluation Decisions: Coming Full
Circle

ASSIGNMENT #4 DUE FIRST CLASS DAY OF FINALS WEEK (5/6 by 12
noon)

**Meets objectives:  2, 4, 5 & 6**