**Social Work 632**

**Program Planning and Evaluation in Health Care**

**3 Units**

***Spring 2016***

# Course Prerequisites

SOWK 562

# Catalogue Description

Program and inter­vention development and evaluation research in health settings. Issues and skill develop­ment in program design and methods for evaluation.

# Course Description

This course is designed to equip you with knowledge and skills necessary to systematically develop, implement, and evaluate health-related programs, services, and interventions.

Health care payers, providers, consumers, policymakers, and the general public are increasingly focused on assessing the costs, quality, and outcomes of health services. At the same time, health care service systems are becoming more complex, serving increasingly diverse populations, and facing multiple and conflicting demands from various stakeholders. Calls for “empirically-based practice” are becoming strong determinants of the types of services that will, or will no longer, be provided as part of the delivery of health care services in the US. Thus, evidence-based program development is potentially powerful in helping to legitimize and advance psychosocial practice and services in health care.

This course will enhance your ability to provide leadership in advancing these issues in the practice communities where you may find yourself working. It will be imperative for you to be able to (1) conduct health needs assessment, (2) develop, implement and monitor health programs, (3) evaluate the effectiveness and efficiency of health programs, and (4) analyze research results as a basis in advocating for programs delivered by social work practitioners.

# Course Objectives

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Teach skills in problem formulation, program development, resource procurement and program implementation as a means for promoting social justice, social change, promoting and maintaining health, preventing and managing disease. |
| 2 | Teach a range of techniques and skills necessary to advocate at the interpersonal, organizational, inter-organization, and community levels on behalf of diverse populations with special attention to eliminating structural barriers that limit service delivery to disadvantaged and underserved populations such as severe and/or chronically ill persons, women, children, older people, gay/lesbian, and oppressed racial/ethnic minorities. |
| 3 | Teach program planning & evaluation skills and provide students with opportunities to apply such skills in evaluating social work programs and interventions in health-related settings, including development of research designs, program monitoring systems, and data analysis. |
| 4 | Teach students to critically evaluate and select methodologies used in social work research to inform micro, meso, and macro level practice, including both quantitative and qualitative approaches, and provide opportunities for students to assess the strengths and weaknesses of each, including sensitivity to ethical, multicultural, gender, race, class, sexual orientation, and disability issues. |

# Course format / Instructional Methods

Different methods will be used for acquiring knowledge and skills, including lectures, discussion, guest speakers, in-class activities, projects/worksheets and group work. This course is designed to increase students’ comfort level with research methods and to increase their appreciation of the relevance of research and evaluation for social work practice.

# Student Learning Outcomes

Student learning for this course relates to one or more of the following ten social work core competencies:

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| **Social Work Core Competencies** | | **SOWK 632** | **Course Objective** |
| **1** | **Professional Identity** |  |  |
| **2** | **Ethical Practice** | **\*** | **1** |
| **3** | **Critical Thinking** | **\*** | **3 & 4** |
| **4** | **Diversity in Practice** | **\*** | **2 & 4** |
| **5** | **Human Rights & Justice** |  |  |
| **6** | **Research Based Practice** | **\*** | **3** |
| **7** | **Human Behavior** |  |  |
| **8** | **Policy Practice** |  |  |
| **9** | **Practice Contexts** |  |  |
| **10** | **Engage, Assess, Intervene, Evaluate** | **\*** | **4** |

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

| **Competencies/ Knowledge, Values, Skills** | **Student Learning Outcomes** | **Method of Assessment** |
| --- | --- | --- |
| **Ethical Practice―**Apply social work ethical principles to guide professional practice.  Social workers competent in Ethical Practice:   * Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. * Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | 1. Recognize and manage personal values in a way that allows professional values to guide practice. | All assignments |
| 1. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. |
| 1. Tolerate ambiguity in resolving ethical conflicts. |
| 1. Apply strategies of ethical reasoning to arrive at principled decisions. |

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| **Critical Thinking―**Apply critical thinking to inform and communicate professional judgments.  Social workers competent in Critical Thinking:   * Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. * Use critical thinking augmented by creativity and curiosity. * Understand that critical thinking also requires the synthesis and communication of relevant information. | 1. Critically assess the health care settings and review the literature on evidence-based practices. | All assignments |
| 1. Critically review the research methods used in program evaluation. |
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| **Diversity in Practice―**Engage diversity and difference in practice.  Social workers competent in Diversity in Practice:   * Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. * Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. * Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | All assignments |
| 1. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. |
| 1. Recognize and communicate understanding of the importance of difference in shaping life experiences. |
| 1. View themselves as learners and engage those with whom they work as informants. |

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| **Research Based Practice―**Engage in research-informed practice and practice-informed research.  Social workers competent in Research Based Practice:   * Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. * Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. | 1. Use practice experience to inform scientific inquiry. | All assignments |
| 1. Use research evidence to inform practice. |
| **Engage, Assess, Intervene, Evaluate―** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.  Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.   * Identifying, analyzing, and proposing evidence-based interventions designed to achieve client goals * Using research and technological advances * Evaluating program outcomes and practice effectiveness * Developing, analyzing, advocating, and providing leadership for policies and services * Promoting social and economic justice | 1. Engagement:   Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.  Use empathy and other interpersonal skills.  Develop a mutually agreed on focus of work and desired outcomes. | All assignments |
| 1. Assessment:   Collect, organize, and interpret client data.  Assess client strengths and limitations.  Develop mutually agreed on intervention goals and objectives.  Select appropriate intervention strategies. |
| 1. Evaluation: Critically analyze, monitor, and evaluate interventions. |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment #1: Reading Responses** | From Unit 2 to Unit 13 | 10% |
| **Assignment #2: RE-AIM Exercise** | On or before Unit 7 | 20% |
| **Assignment #3-1: Logic Model** | On or before Unit 11 | 15% |
| **Assignment #3-2: Oral Presentation** | From Unit 9 to Unit 14 | 15% |
| **Assignment #3-3 Evaluation Report** | One week after Unit 15 | 30% |
| **Class Participation** | Ongoing | 10% |

These assignments provide an opportunity to apply course learning in a practice area of special interest to the student. Students will be expected to develop a practical and cost effective evaluation proposal that could be applied to a program in their field agencies. It is also expected that students will discuss ideas the assignment produces with the field agency as a way of obtaining feedback to make the learning experience more practical and application oriented. More detailed guidelines for each assignment will be provided in class, and posted on the Platform in Course Documents.

Both the written assignments and oral presentation address course objectives. Students will be working individually or in groups throughout the semester for the assignments. If groups are possible, they will be decided within the one month of first class. Group grades will reflect identical grade points for every member of the group. Every member of the group is responsible for reading and proofreading every section of the paper. Any plagiarism or problem is a group problem as are all achievements.

Students who fail to earn a B on any individual assignment may redo the assignment to obtain a B grade except the final assignment. Each of the major assignments is described below.

## Assignment 1 – Reading Responses

## Due: From Unit 2 to Unit 13

## Students in this course are expected to come having read class materials and prepared to participate in a discussion. Each week, students will submit a brief set of questions on the weeks reading. The student’s list should include no less than two of each category: 1) Areas that need clarification; 2) Areas of important discussion or critical appraisal for the class (the enlightenment questions); and 3) an identification of topics learned that could be applied to the student’s field placement. The questions should be *conceptually* oriented, rather than related to simple knowledge transmission or yes/no in nature. They should be intended to inspire thought and critical thinking when possible. The purpose of this assignment is not to result in a lengthy discussion and brevity is encouraged. Each week, every student’s questions will be submitted for grading to the instructor by the beginning of class, and at least once in the semester the student should come prepared to guide a discussion of their choosing.

*This assignment relates to student learning outcomes 2, 4, 5-6, 10, 11-12, and 13-15.*

## Assignment 2 – RE-AIM Assignment

## Due: On or before Unit 7

Assignment 2 uses the RE-AIM Model to assess an evidence-based chronic disease program on the following dimensions: REACH (Individual Level), EFFECTIVENESS (Individual Level), ADOPTION (Setting/Staff Level), IMPLEMENTATION (Setting/Staff Level), MAINTENANCE (Individual Level) and MAINTENANCE (Setting Level). To complete this assignment, students will select a chronic disease topic from one of the following websites: Centers for Disease Control (search under Diseases & Conditions <http://www.cdc.gov/>), National Institute for Health (search health topics A-Z <http://health.nih.gov/>) or Agency for Healthcare Research and Quality (AHRQ) (<http://www.ahrq.gov/>). There must be 3 empirical articles describing the program or method/tool for practice. Students will then select an evidence-based chronic disease program that can inform their work/research with a similar target population in a health care setting. Students will complete this assignment individually and will use the RE-AIM Model worksheet provided to fill in responses for each RE-AIM dimension. More information will be provided in class and detailed instruction is available in the Course Documentation.

*This assignment relates to student learning outcomes 5, 6, 10, 11-12, and 14.*

## Assignment 3 Evaluation Plan

## Assignment 3 offers students an opportunity to apply what they are learning to the development of an evaluation proposal. Each group will evaluate an existing program in one of their field agencies. Students should consider the below three components as part of an ongoing process for the same program. This continuity will help you to complete the assignments more effectively, and think more critically about a single program. The program must have been in place for 3 or more years. Students will do this as a group of up to 3 students.

## Assignment 3, Part 1 – Program Logic Model

## Due: On or before Unit 11

As part 1, student evaluation group will be expected to develop a program logic model for the program to be evaluated using an instructor approved template. A logic model “displays the sequence of actions that describe what the program is and will do – how investments link to results”. The preferred model is found at <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>. Note that it calls for assets and needs and identification of stakeholders.

*This assignment relates to student learning outcomes 2, 4, 5-6, 10, 11-12, and 13-15.*

## Assignment 3, Part 2 - Evaluation Tool Presentation

## Presentation Dates: From Unit 9 to Unit 14

The second part of assignment 3 is to prepare a presentation on a selected evaluation tool to the class using Microsoft PowerPoint or Prezi. Each group member must present some portion of the topic. Each presentation will have a total time of 15 minutes for the tool presentation and 5 minutes for an evaluation of peer learning. The presentation is intended to address how this tool can be used to advance an evaluation design using a needs assessment, process evaluation, or outcome evaluation framework. Presentations are to be evaluated by peers and the instructor. Tools will be proposed in advance by the students and approved by the instructor. A master list of the tools will be prepared so there is no duplication. Each group would be assigned to a presentation date before Unit 6. More information will be provided in class.

*This assignment relates to student learning outcomes 2-4 and 11-15.*

## Assignment 3, Part 3 – Process and Outcome Evaluation

**Due: One week after Unit 15**

The assignment is a proposal for a process and outcome evaluation. This assignment is usually an evaluation proposal, but can be a critique if the agency has a completed evaluation report to review (20 pages maximum). Each group will evaluate an existing program in one of their field agencies. Students are expected to include a discussion on multicultural issues, social work perspective, and to incorporate one or more of the evaluation tools presented in class in their evaluation. More information will be provided in class.

*This assignment relates to student learning outcomes 2-4, 5-6 and 11-15.*

## NOTE:

## Class Participation

Class attendance and participation are critical to students’ learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course. Students who must be absent can make alternate arrangements for demonstrating participation. Students’ contributions will be assessed by their quality and relevance to course content and themes. It is the responsibility of each student to obtain class notes, handouts, or other materials distributed in class if you are unable to attend. Taking into account individual variations, the following will be considered in determining a grade for participation:

10. **You show an active interest in class.** You are involved every day. Your comments reflect familiarity with concepts presented in each week’s readings. No failure to making up absences or tardiness. You do not surf the Internet or work on other projects during class time. Your group finds you a valuable member.

9. **You show an active interest and are involved most days.** The same qualities of a 10 student but you have been tardy or absent more than once, missed an in-class activity, or forgotten materials needed for class. Your group has no major complaints.

8. **You are often involved.** You show a willingness to participate but demonstrate limited preparedness from not having read readings for the week. Have missed 2 or more classes or been late 2 or more times. Your group complains about your participation.

7. **You are prepared but rarely raise your hand or contribute in class.** You have missed more than 2 classes or been late 2 or more times. Students who surf the Internet or overtly work on other projects in class are automatically at this participation level.

6. **You do not participate in class and have repeatedly come to class late or without materials or are unprepared when called on.** You do not work with your group. Students who miss three or more classes are likely to be at this level.

Final class grades will be based on the following:

| **Final Class Grade** | |
| --- | --- |
| 93 – 100 | A |
| 90 – 92 | A- |
| 87 – 89 | B+ |
| 83 – 86 | B |
| 80 – 82 | B- |
| 77 – 79 | C+ |
| 73 – 76 | C |
| 70 – 72 | C- |

Students are expected to complete all reading assignments and to use them as the basis for informed participation in class discussions. It is expected that students will attend class regularly, complete course reading, be active contributors to the learning process, participate in class discussions, and submit assignments on the due date. Students will be expected to bring in material and experiences from their field placements as it pertains to class topics and homework assignments. Failure to meet these expectations may result in reduction in grades.

# Required and supplementary instructional materials & Resources

## Required Textbooks

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.)*.* Belmont,CA: Wadsworth.

Course Reader: There is no course reader for SOWK 632. There will, however, be additional readings that are identified in the course outline under individual class units. These readings may be accessed in one of three ways: 1) hardcopy from the USC library journals or on-line through the USC library e-journals; 2) through external links posted on Course Documentation or identified in the course outline; and 3) reserved in the USC library (only required readings are reserved in the ARES). Some readings in addition to those in the course outline may be identified and assigned during the course of the semester.

## Other References

Centers for Disease Control and Prevention (2011). *Developing an effective evaluation plan*. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health; Division of Nutrition, Physical Activity, and Obesity. Retrieved from http://www.cdc.gov/eval/framework/index.htm

National Guideline Clearinghouse. Agency for Healthcare Research and Quality. (n.d.). Retrieved from <http://www.guideline.gov>

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005)*. Multicultural health evaluation: A foundation resource guide.* Los Angeles, CA: California Endowment. Retrieved from <http://www.calendow.org/uploadedFiles/Publications/Evaluation/Multicultural_Health_Evaluation/TCE0510-2004_Commissioning_.pdf>

Smith, M. (2010). *Handbook of Program Evaluation for Social Work and Health Professionals*. New York, NY: Oxford University Press.

Students are also expected to visit key websites so they are prepared to use these resources in assignments including:

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| [www.census.gov](http://www.census.gov)  [www.healthycity.org](http://www.healhtycity.org)  [www.cdc.gov](http://www.cdc.gov)  [www.hhs.gov](http://www.hhs.gov)  <http://health.nih.gov/><http://www.ahrq.gov/> <http://www.esri.com/Industries/health> <http://www.ppgis.info/home/?page_id=31> | <http://www.socialworkpolicy.org/>  <http://www.iom.edu/Reports.aspx>  <http://www.frameworksinstitute.org/cdtoolkits.html>  <http://www.chcf.org/>  <http://innovations.ahrq.gov/>  <https://www.thinkculturalhealth.hhs.gov/>  <http://www.thecommunityguide.org/index.html> |

## Recommended Guidebook for APA Style Formatting

APA formatting and style guide. (n.d.). Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). Belmont, CA: Brooks/Cole―Thomson Learning.

***Note:*** Additional required and recommended readings may be assigned by the instructor throughout the course.

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * Introduction to program evaluation * Needs assessment and asset mapping * Pragmatic issues in evaluation studies | weekly readings |
| **2** | * Health program planning models * Goals and SMART objectives * Health program development | weekly readings  Summary of readings |
| **3** | * Review evidence-based program * The RE-AIM model | Weekly readings  Summary of readings |
| **4** | * Review research concepts and methods | weekly readings  Summary of readings |
| **5** | * Multicultural evaluation | weekly readings  Summary of readings |
| **6** | * Implementation and timeline * Logic models | weekly readings  Summary of readings |
| **7** | * Purpose of formative evaluation * Major approaches used in formative evaluation * Conducting a process evaluation | weekly readings  Summary of readings  RE-AIM assignment due |
| **8** | * Qualitative approaches and data analysis | weekly readings  Summary of readings |
| **9** | * Measurement * Use of instruments * Client satisfaction | weekly readings  Summary of readings |
| **10** | * Sampling * Data collection * Statistics review * Data analysis (Excel) | weekly readings  Summary of readings |
| **11** | * Purpose and use of outcome evaluation * Research designs for outcome evaluation | weekly readings  Summary of readings  Logic Models Due |
| **12** | * Report and proposal writing * Using graphs to present findings | weekly readings  Summary of readings |
| **13** | * Ethical guidelines for evaluation research * Evaluation for Cost Effectiveness | weekly readings  Summary of readings |
| **14** | * Course evaluations * Group Presentations | weekly readings |
| **15** | * Group Presentations * Course wrap up | weekly readings  Individual group consultation |
| **STUDY DAYS / NO CLASS** | | |
| **FINAL EXAMINATION** Outcome evaluation assignment due | | |

**Course Schedule―Detailed Description**

| **Unit 1: Introduction to Program Evaluation** |  |
| --- | --- |
| **Topics** | |
| * Introduction to program evaluation * Needs assessment and asset mapping * Pragmatic issues in evaluation studies | |

This Unit relates to course objectives 1-4

**Required Readings**

Cotrell, V. & Carder, P. C. (2010). Health-related needs assessment of older residents in subsidized housing. *Journal of Policy Development and Research, 12(2),* 47-66. Retrieved from <http://www.jstor.org/stable/20868744>.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Needs assessment. In *Program evaluation: An introduction* (5th ed., pp. 55-82).Belmont,CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Pragmatic issues. In *Program evaluation: An introduction* (5th ed., pp. 317-340).Belmont, CA: Wadsworth.

Smith, M. (2010). In *Handbook of program evaluation for social work and health professionals* (pp. 29-55).New York, NY: Oxford University Press.

**Supplemental Readings**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Introduction. In *Program evaluation: An introduction* (5th ed., pp. 1-33).Belmont,CA: Wadsworth.

Los Angeles County Department of Public Health Office of Health Assessment and Epidemiology (2007). *Preventing childhood obesity: the need to create healthy places. A city and community report*. Los Angeles, CA: Los Angeles County Department of Public Health Office of Health Assessment and Epidemiology. Retrieved from <http://publichealth.lacounty.gov/wwwfiles/ph/hae/epi/chr2-childhood_obesity.pdf>

Thein, K., Zaw, K. T., Teng, R. E., Liang, C., & Julliard, K. (2009). Health needs in Brooklyn’s Chinatown: A pilot assessment using rapid participatory appraisal. *Journal of Health Care of the Poor and Underserved, 20,* 378-394. doi:10.1353/hpu.0.0140

| **Unit 2: Program Planning and Development** |  |
| --- | --- |
| **Topics** | |
| * Health program planning models * Goals and SMART objectives * Health program development | |

This Unit relates to course objectives 1-4

### Required Readings

Centers for Disease Control (2011/2013). The community guide: What works to promote health?

Retrieved from <http://www.thecommunityguide.org/uses/program_planning.html>

Doty, P., Mahoney, K. J., & Simon-Rusinowitz, L. (2007) Designing the Case and Counseling Demonstration and Evaluation. *Health Services Research, 42(*1), 378-396.

Smith, M. (2010). Describing the program. In *Handbook of program evaluation for social work and health*

*professionals* (pp. 81-137).New York, NY: Oxford University Press.

Calley, N.G. (2011). Establish the need for programming: Developing the rationale. In *Program*

*development in the 21st Century:  An evidence-based approach to design, implementation, and*

*evaluation* (pp. 31 – 72).  Thousand Oaks, CA:  Sage Publications.

**Supplemental Readings**

Belza, B., Toobert, D.,& Glasgow, R. (n.d.) *RE-AIM for program planning*. National Council on Aging

<http://www.prc-han.org/docs/RE-AIM_issue_brief.pdf>

Weir, C., McLeskey, N., Brunker, C., Brooks, D. Supiano, M. (2013). The role of information technology in translating educational interventions into practice: An analysis using the PRECEDE/PROCEED model. *Journal of the American Medical Informatics Association*, *18,* 827-834. doi:10.1136/amiajnl-2010-000076

| **Unit 3: Evidence-based Program** |  |
| --- | --- |
| |  | | --- | | **Topics** | | * Review evidence-based program * The RE-AIM model |   This Unit relates to course objectives 1, 2, and 3.  **Required Readings**  Gaglio, B. (2012). Evaluation approaches for dissemination and implementation research. Retrieved from: <http://www.re-aim.hnfe.vt.edu/presentations/gagliopresentation.pdf>  Jacobs, J.A., Jones, E., Gabella, B.A., Spring, B., Brownson, R.C. (2012).Tools for implementing an evidence-based approach in public health practice. *Prevention of Chronic Disease*, 9:110324. doi http://dx.doi.org/10.5888/pcd9.110324 Lemacks, J., Wells, B. A., Ilich, J.Z., & Ralston, P. A. (2013). Interventions for improving nutrition and physical activity behaviors in adult African American populations: A systematic review, January 2000 through December 2011. *Preventing Chronic Disease, 10,* 120256. Doi: <http://dx.doi.org/10.5888/pcd10.120256>Reach Effectiveness Adoption Implementation Maintenance (RE-AIM) Retrieved from <http://www.re-aim.org/> **Supplemental Readings**  Center for Disease Control and Prevention and the Kimberly-Clark Corporation (2008). Assuring healthy caregivers*. A public health approach to translating research into practice: The RE-AIM framework.* Neenah, WI: Kimberly-Clark Corporation. Retrieved from http://www.cdc.gov/aging/pdf/caregiving\_monograph.pdf  Glasgow, R. E. & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. *Annual Review of Public Health,* 28, 413-433. doi:10.1146/annurev.publhealth.28.021406.144145  RE-AIM Resources and Tools: <http://www.re-aim.hnfe.vt.edu/resources_and_tools/index.html>  RE-AIM Self Rating Quiz:  <http://www.re-aim.hnfe.vt.edu/resources_and_tools/self_rating_screener_and_feedback/quiz.html> | |

| **Unit 4: Research Methods** |  |
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| |  | | --- | | **Topics** | | * Review research concepts and methods |   This Unit relates to course objectives 1, 2, and 3 | |

### Required Readings

Students are expected to review the SOWK562 textbook

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| **Unit 5: Multicultural evaulation** |  |
| **Topics**   * Multicultural evaluation   This Unit relates to course objectives 1-4 Required Readings Botcheva, L., Shih, J. & Huffman, L. C. (2009). Emphasizing cultural competence in evaluation: A  process-oriented approach. *American Journal of Evaluation, 30*(2),176-188. doi: 10.1177/1098214009334363  Calley, N.G. (2011). Address cultural identity Issues in program design. In *Program development in the*  *21st Century:  An evidence-based approach to design, implementation, and evaluation* (pp. 97 –  124).  Thousand Oaks, CA:  Sage Publications, Inc.  **Supplemental Readings**  The Center for Linguistic and Cultural Competence in Health Care (n.d.) Retrieved from <https://www.thinkculturalhealth.hhs.gov/CLCCHC/HealthNews/Nov2011HealthNews.asp> | |
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| |  | | --- | | **Unit 6: Implementation and the Logic Model** | | **Topics**   * Implementation and timeline * Logic Model  |  | | --- | |  |   This Unit relates to course objectives 1-4 | |

**Required Readings**

Goeschel, C. A., Weiss, W. M., & Pronovost, P. J. (2012). Using a logic model to design and evaluate

quality and patient safety improvement programs. *International Journal for Quality in Health*

*Care*, *24*(4), 330-337. doi: 10.1093/intqhc/mzs029

**Supplemental Readings**

Lando, J., Williams, S. M., Williams, B., & Sturgis, S. (2006). A logic model for the integration of mental health into chronic disease prevention and health promotion. *Preventing Chronic Disease, 3*(2), 1-4. Retrieved from <http://www.cdc.gov/pcd/issues/2006/apr/05_0215.htm>

McCullum-Gomez, C., Barroso, C. S., Hoelscher, D. M., Ward, J. L., & Kelder, S. H. (2006). Factors influencing implementation of the Coordinated Approach To Child Health (CATCH) eat smart school nutrition program in Texas. *Journal of the American Dietetic Association, 106*(12), 2039-2044. doi: 10.1016/j.bbr.2011.03.031

|  |
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| **Unit 7: Formative and Process Evaluation** |
| **Topics** |
| * Purpose of formative evaluation * Major approaches used in formative evaluation * Conducting a process evaluation |

This Unit relates to course objectives 1, 3, and 4.

### Required Readings

Phillips, B., Mahoney, J. & Foster, L. (2006). Implementation lessons on basic features of Cash & Counseling Programs.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Formative and process evaluation. In *Program evaluation: An introduction* (5th ed., pp. 108-140).Belmont,CA: Wadsworth.

Wilson, D. K., Griffin, S., Saunders, R. P., Evans, A., Mixon, G., Wright, M., Beasley, A., Umstattd, M. R., Lattimore, D., Watts, A., & Freelove, J. (2006). Formative evaluation of a motivational intervention for increasing physical activity in underserved youth. *Evaluation and Program Planning, 29,* 260-268. Doi:10.1016/j.evalprogplan.2005.12.008

**Supplemental Readings**

Center for Disease Prevention (2008). *Evaluation in tobacco use: Prevention and control*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health. Retrieved from <http://www.cdc.gov/tobacco/tobacco_control_programs/surveillance_evaluation/process_evaluation/pdfs/tobaccousemanual_updated04182008.pdf>

National Resource Center for Participant Directed Services (n.d.) *Cash and Counseling*. Retrieved from <http://www.bc.edu/schools/gssw/nrcpds/cash_and_counseling.html>

Simon-Rusinowitz, L., Mahoney, K. J., Marks, L. N., Simone, K., & Zacharias, B. L. (2009). Social marketing principles enhance enrollment in the Cash and Counseling Demonstration and Evaluation. *Care Management Journals, 10 (*2), 50-57. doi:10.1891/1521-0987.10.2.50

| **Unit 8: Research Methods** |  |
| --- | --- |
| **Topics**   * Qualitative approaches and data analysis | |

This Unit relates to course objective 3 and 4.

### Required Readings

Kramer, L. Schwartz, P., Cheadle, A. & Rauzon, S.(2012). Using photovoice as a participatory evaluation tool in Kaiser Permanente’s Community Health Initiative.Health Promotion Practice, 14(5), 686-694. ***doi:*** 10.1177/1524839912463232

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Qualitative and mixed methods in evaluation. In *Program evaluation: An introduction* (5th ed., pp. 83-107).Belmont,CA: Wadsworth.

**Supplemental Readings**

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice,* 14(1), 57-65.

Hyde, A., Howlett, E., Brady, D, Drennan, J. (2005). The focus group method: Insights from focus group interviews on sexual health with adolescents. *Social Science and Medicine, 61*(12), 2588-2599.

Padgett, D. K. (2008). Choosing the right qualitative approach(es). In D. K. Padgett (Ed.), *Qualitative methods in social work research, 2nd ed.* (pp. 29-44). Thousand Oaks, CA: Sage.

| **Unit 9: Measurement** |  |
| --- | --- |
| **Topics** | |
| * Measurement * Use of instruments * Client satisfaction | |

This Unit relates to course objectives 3 and 4.

### Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Measurement tools and strategies. In *Program evaluation: An introduction* (5th ed., pp. 271-300).Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Illustrations of instruments. In *Program evaluation. An introduction*. (5th ed., pp. 301-316). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Client satisfaction. In *Program evaluation: An introduction* (5th ed., pp. 175-193).Belmont, CA: Wadsworth.

**Supplemental Readings**

Walsh, T., & Lord, B. (2004). Client satisfaction and empowerment through social work intervention.

*Social Work in Health Care*, *38*(4), 37-56.

| **Unit 10: Sampling and Data Collection** |  |
| --- | --- |
| **Topics**   |  | | --- | | * Sampling * Data collection * Statistics review * Data analysis (Excel) |   This Unit relates to course objectives 3 and 4. Required Readings Phillips, B., & Schneider, B. (2007). Commonalities and variations in the Cash and Counseling Programs across the three demonstration states. *Health Services Research*, *42*(1 & 2), 397-413. doi:10.1111/j.1475-6773.2006.00677.x  Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Sampling. In *Program evaluation: An introduction* (5th ed., pp. 194-206).Belmont, CA: Wadsworth.  Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Data analysis. In *Program evaluation: An introduction* (5th ed., pp. 341-372).Belmont, CA: Wadsworth.  Students are expected to review the Microsoft Excel Tutorial online <http://www.usc.edu/its/lynda/>  Students are expected to review the SOWK562 textbook on sampling and data collection  Students are expected to review the SOWK562 textbook on data analysis (both descriptive and inferential statistics)  **Supplemental Readings**  USC Statistics Support. (n.d.). Retrieved from <http://www.usc.edu/its/stats/index.html>  UCLA Statistics online seminar and support. (n.d.). Retrieved from <http://www.ats.ucla.edu/stat/seminars/>   | **Unit 11: Outcome Evaluation** |  | | --- | --- |   **Topics** | |
| * Purpose and use of outcome evaluation * Research designs for outcome evaluation | |

This Unit relates to course objectives 1, 3, and 4.

**Required Readings**

Carlson, B. L., Foster, L., Dale, S. B., & Brown, R. S. (2007). Effects of Cash and Counseling on personal care and well-being. *Health Services Research*, *42*(1 & 2), 467-487. doi: 10.1111/j.1475-6773.2006.00673.x

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Single system research designs. In *Program evaluation: An introduction* (5th ed., pp. 141-174).Belmont,CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Group research designs. In *Program evaluation: An introduction* (5th ed., pp. 207-254).Belmont,CA: Wadsworth.

**Supplemental Readings**

Simon-Rusinowitz, L., Mahoney, K. J., Loughlin, D. M., & Sadler, M. D. (2005). Paying family caregivers: An effective policy option in the Arkansas Cash and Counseling demonstration and evaluation. *Marriage & Family Review*, *37*(1 & 2), 83-105.

| **Unit 12: Report and Proposal Writing** |  |
| --- | --- |
| **Topics**   |  | | --- | | * Report and proposal writing * Using graphs to present findings |   This Unit relates to course objectives 1-4 | |

### Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Writing evaluation proposal, reports, and journal

articles. In *Program evaluation: An introduction* (5th ed., pp. 373-388).Belmont, CA: Wadsworth.

| **Unit 13: Ethical Issues** |  |
| --- | --- |
| **Topics** | |
| * Ethical guidelines for evaluation research * Evaluation for cost effectiveness | |

This Unit relates to course objectives 2-4.

### Required Readings

Dale, S. B., & Brown, R. S. (2007). How does Cash and Counseling affect costs? *Health Services Research*, *42*(1 & 2), 488-509. doi: 10.1111/j.1475-6773.2006.00680.x

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Cost-effectiveness and cost analysis. In *Program evaluation: An introduction* (5th ed., pp. 255-270).Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Ethical issues in program evaluation. In *Program evaluation: An introduction* (5th ed., pp. 34-54).Belmont, CA: Wadsworth.

**Supplemental Readings**

Grinnell, R. M., Gabor, P. A., & Unrau, Y. A. (2012). Doing an efficiency evaluation. In R. M. Grinnell, P. A. Gabor, & Y. A. Unrau (Eds.), Program evaluation for social workers: Foundations of evidence-based programs (pp.179-197). Oxford University Press, New York.

Hay, J.W., Katon, W.J., Ell, K., Lee, P. & Guterman, J.J. (2012). Cost-effectiveness analysis of collaborative care management of major depression among low-income, predominantly Hispanics with diabetes. *Value in Health, 15*, 249-254.

| **Unit 14: Course Evaluation** |  |
| --- | --- |
| **Topics** | |
| * Course evaluation * Group Presentations | |

This Unit relates to course objectives 3 and 4.

| **Unit 15: Report and Proposal Writing** |  |
| --- | --- |
| **Topics** | |
| * Group Presentations * Course wrap up | |

This Unit relates to course objectives 1-4.

| **STUDY DAYS / NO CLASSES** |  |
| --- | --- |
|  |  |

| **FINAL ASSIGNMENT** |  |
| --- | --- |
| **Final paper is due by 12 noon on the day one week after Unit 15.** |  |

**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([jordanma@usc.edu](mailto:ichi@usc.edu)) of any anticipated absence or reason for tardiness.

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

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

# Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

# Statement for Students with Disabilities

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 from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:mability@usc.edu).

# Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of 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 be the instructor and reported on the official “Incomplete Completion Form.”

# Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

# Code of Ethics of the National Association of Social Workers

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

## Preamble

The primary mission of the social work profession is to enhance human well­being 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 well­being in a social context and the well­being 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.

# Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the concentration, Dr. Iris Chi, at [ichi@usc.edu](mailto:palinkas@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [rmaiden@usc.edu](mailto:rmaiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:mjune.wiley@usc.edu) for further guidance

# Tips for Maximizing Your Learning Experience in this Course

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments before coming to class.
* Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*