



# USC | School of Social Work

## Social Work 629

### Fall 2016 Syllabus

#### Research and Evaluation for Community, Organization, & Business Environments

#### 3 Units

<b>Instructor:</b> Dr. Robynn Cox	
<b>E-Mail:</b> robynnc@usc.edu	<b>Course Day:</b> Tuesday
<b>Telephone:</b> 213-740-4705	<b>Course Time:</b> 1:00pm-3:50pm
<b>Office:</b> 331 MRF	<b>Course Location:</b> City A (City Center)
<b>Office Hours:</b> Tuesday, 11:30am-12:30pm	

#### I. COURSE PREREQUISITES:

SOWK 506, SOWK 536, SOWK 544, AND SOWK 546

#### II. CATALOGUE DESCRIPTION

This course focuses on developing research and evaluation skills, critical analysis in understanding different types of data, and utilizing data information systems to inform decision making and improve effectiveness of social work practice in community, organization, and business environments.

#### III. COURSE DESCRIPTION

The course is designed to provide students with the skills necessary to critically analyze and apply research evidence to inform and enhance social work practice within community, organization and business environments. Specifically, students will develop skills in: 1) collecting data to not only determine if something worked, but more importantly, know what works, for whom, and under what conditions; 2) systematically analyzing various types of data (e.g., empirical data, databases, technical reports) to conduct rigorous program evaluations; 3) identifying and utilizing research based assessments; and 4) developing evidence to inform decision-making and enhance the impact of social work practice.

#### IV. COURSE OBJECTIVES

The Research and Evaluation for Community, Organization, and Business Environments course (SOWK 629) will focus on the following objectives:

Objective #	Objectives
1	Create a learning environment that provides opportunities to increase awareness of how scientific research and social work practice are interdependent and serve as a basis for enhancing students' professional identity as social workers.
2	Provide instruction in the practices of professional social work, basic research methods and data analysis in order to prepare students to conduct an organization data analysis, needs assessment, and program evaluation.

Objective #	Objectives
3	Prepare students to critically assess the quality and utility of evidenced-based practices.
4	Emphasize the utilization of publicly available databases so that students are able to access basic research evidence to inform practice-based questions and communicate this information to organizational leaders and key stakeholders.
5	Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

Delivery of this course will be learner-centered. As such, students' field and class experiences will be geared towards discovery through applied learning. The learning experience will include lectures, class discussions, case studies/guest speakers, presentations and small group activities. Students will be grouped based on similar areas of interest and/or service settings (e.g., community, organization, business environments). Group members will develop a workplan and have shared responsibility for the completion of the assignments and exercises. Peer evaluations will be requested at the instructor's discretion. Reports, research studies, readings, and web-based materials from the field will be used to illustrate key concepts and provide an integration of theory into practice. Through group interactions, students will gradually assume more independent responsibilities for their learning, while the role of the instructor will shift toward that of a facilitator and resource person.

The learning environment will be supported by the University's Blackboard Learning Management System. It will facilitate student learning, communication and interaction, as well as access to instructor.

**VI. STUDENT LEARNING OUTCOMES**

Students' learning for this course relates to one or more of the following nine social work competencies as established in March, 2015 by the Council on Social Work Education (CSWE):

	Social Work Competencies	SOWK 629	Course Objective
1	Ethical and Professional Behavior		1 & 2
2	Diversity and Difference in Practice		5
3	Human Rights and Social, Economic, and Environmental Justice		
4	Practice-informed Research and Research Informed Practice	*	
5	Policy Practice		
6	Engagement	*	3
7	Assessment	*	3, 4 & 5
8	Intervention		
9	Evaluation	*	3, 4 & 5

\* 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
<ul style="list-style-type: none"> <li>▪ Engage In Practice-informed Research and Research-informed Practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Use practice experience and theory to inform social work inquiry;</li> <li>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</li> <li>3. Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ol>	<p>Assignments 1-3 Presentations Class Participation</p>
<p>Assess Organizations, Communities, and Business Environments</p>	<ol style="list-style-type: none"> <li>4. Collect, organize, and critically analyze and interpret information from client systems.</li> <li>5. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.</li> <li>6. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.</li> </ol>	<p>Assignments 1-3 Class Participation</p>

<ul style="list-style-type: none"> <li>▪ Evaluate Practice within Organization, Community, and Business Environments</li> </ul>	<ol style="list-style-type: none"> <li>7. Select and use existing methods or develop social innovative methods for the evaluation of processes outcomes;</li> </ol>	<p>Assignment 3</p>
	<ol style="list-style-type: none"> <li>8. Critically analyze, monitor, and evaluate intervention processes and outcomes;</li> </ol>	<p>Assignment 3</p>

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% Of Final Grade
<b>Assignment 1: Analysis of Evaluation Study</b>	Unit 4	20%
<b>Assignment 2: Organizational Data Analysis</b>	Unit 8	20%
<b>Assignment 3: Outcome Evaluation</b>	Unit 13	30%
<b>Assignment 4: Agency Presentations</b>	Units 15	20%
<b>Meaningful Class Participation</b>	Ongoing	10%

Assignments 2-4 described below will be based on a semester-long, group project. Each consultant team will: 1) have no more than 4 students that focus on the organizational context, and 2) be partnered with the same collaborating agency assigned in SOWK 648.

Collaborating agencies will submit a Request for Proposals (RFP) and go through a selection process prior to the Spring Semester. Agencies will have a clear understanding of course requirements and deliverables. Students and agencies will receive detailed guidelines for each assignment.

**Assignment 1: Analysis of Evaluation Study (20% of Course Grade)**

In this assignment, each student will analyze the following evaluation study:

**Leake, R., Marquez, C., Vandeburg, J., Guillaume, S., & Gardner, V.A. (2007). *Evaluating the capacity of faith-based programs in Colorado*. *Research on Social Work Practice, 17*, 216-228**

For the assignment, answer the following questions:

- Name of article.** Identify the reference (i.e., author(s), title, year, etc.) according to APA format.
- Research Questions & Hypotheses:** What is/are the research questions/hypotheses (null/alternate) based on this study?
- Design:** How was the research carried out? What design was used (e.g., descriptive, exploratory, experimental, single-subject)? Was it qualitative or quantitative? What are the limitations of the design chosen? Can you diagrammatically represent the design?
- Sample:** Who/what was sampled? How large was the sample? How did the author(s) recruit the sample? From where? What was the response rate (or was it not reported)? How well can you generalize the findings to any larger group?
- Measurement:** How were the concepts involved operationalized? What is/are the IVs and the DVs? What can you say about the reliability and validity of the measurements? What other ways could the concepts be measured? Comment on the internal and external validity of the study.
- Findings:** What were the important findings of the study? Any limitations of the study? Relevance of the study findings for policy/research/practice?
- Relevance:** Were the findings relevant to the profession? Why or why not? How did the author(s) try to convince you that the study was important? Who might use the study's results? Overall, what were your perspectives of the study? Is the topic worthwhile? How might you have conducted the study differently?

**Due: Unit 4**

More details will be provided in a separate document.

**Assignment 2: Organizational Data Analysis (20% of Course Grade)**

This assignment requires students to analyze: 1) an organization's data environment, 2) how data influences the organization, and 3) the data collection and storage processes that are used by the organization. The 3-5 page paper should answer the following questions

- How are data collected?
- Who collects the data?
- What is the frequency and timing of data collection?
- Where are the data stored?
- Who enters the data?
- How are people trained?
- Are there policies associated with data entry?
- What databases does the agency enter data into, etc.?
- What are the data used for?
- What are the data influences on the organization?
- What is the culture around data?
- Are there power/control issues?

More details will be provided in a separate document.

### **Due: Unit 8**

#### **Assignment 3: Outcome Evaluation (30% of Course Grade)**

Building upon the previous two assignments, each team will prepare a process or outcome evaluation that examines how a program delivers services, and what administrative mechanisms exist within the program and agency that support the services it offers. Each team is required to complete a summary report of their evaluation. This comprehensive final paper will include: 1) developing questions for the evaluation; 2) developing data collecting instruments; 3) developing a data collection monitoring system; 4) scoring and analyzing data and 5) developing a feedback system disseminating and communicating results. This final report should also discuss the implications of the findings for the agency/program. Recommendations to the agency should also include a program innovation component with high potential to enhance, support and sustain the evaluated program. Details on this assignment will be provided in class

### **Due: Unit 13**

#### **Assignment 4: In-class and Agency Presentation (20% of Course Grade)**

Students will be asked to present their process evaluation findings, organizational assessment, and implementation plan to their partner agency. The audience for the presentation will be decided by the partner agency and may include (but are not limited to): Agency Administration, Board of Directors, Constituency, Stakeholders, and/or Community Members. Presentations will be evaluated on level of professionalism, clarity, impact, and insights.

**Due: Presentations are expected to be completed by Unit 15.**

#### **Meaningful Class Participation (10% of Course Grade)**

Students are expected to come to class prepared, contribute to the development of a positive learning environment, and demonstrate their learning through written and oral assignments and through active, oral class participation. Contributions should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class.

Students are also expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

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:

**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.

**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.

**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.

**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.

**A grade of C** reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

**Grades between C- and F** denotes a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.\*

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

This course requires two text to address the breadth of content covered in this course and promote integration of knowledge gained from courses completed during graduate school. This course also recommends the use of texts that have been used in previous courses, and other resources, as identified below.

**Required Textbooks**

Grinnell Jr., R. M., Gabor, P. A., & Unrau, Y.A. (2012). *Program evaluation for social workers: Foundations of evidence based programs*. (Sixth Edition). New York, NY: Oxford University Press.

Rubin, A. & Babbie, E. (2016). *Essential research methods for social work (Fourth Edition)*. Belmont, CA: Brooks/Cole.

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

**Recommended Guidebook for APA Style Formatting**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

**Recommended Websites**

American Evaluation Association: <http://www.eval.org/>

Health Compass: <http://www.healthcompass.org>

Healthy Cities: <http://www.healthycity.org>

MangoMap: <https://mangomap.com>

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

Oxford Academic Group: Program Evaluation Resources  
<http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa>

The California Evidence-Based Clearinghouse for Child Welfare (CEBC): <http://www.cebc4cw.org/>

The Elements of Style  
<http://www.bartleby.com/141/>  
(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism  
[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm).

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

**Course Overview**

Unit	Topics	Assignments
<b>MODULE 1: THE INTERSECTION OF EVALUATION AND RESEARCH METHODS</b>		
1	<b>Research &amp; Evaluation for Social Workers</b> <ul style="list-style-type: none"> <li>Welcome and introductions</li> <li>Course overview and review of syllabus</li> <li>Social work perspective on research &amp; evaluation</li> </ul>	
2	<b>Building on the Science of Social Work Research</b> <ul style="list-style-type: none"> <li>Scientific Inquiry: purpose of research</li> <li>Research Methods 101</li> <li>The Evaluation Process</li> <li>Evidence-Based Practice (EBP)</li> </ul>	

Unit	Topics	Assignments
3	<b>Doing/Types of Evaluations</b> <ul style="list-style-type: none"> <li>Needs Assessments</li> <li>Process (formative) evaluation</li> <li>Outcome (summative) evaluation</li> <li>Efficiency Evaluation</li> </ul>	

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**MODULE 2: PREPARING FOR EVALUTION**

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4	<b>Evaluation Toolkit</b> <ul style="list-style-type: none"> <li>Logic Models</li> <li>SMART Goals</li> <li>Goals, Indicators, &amp; Outcomes</li> <li>Evaluation Designs</li> <li>Theory of Change</li> </ul>	<b>ASSIGNMENT 1 DUE</b>
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**MODULE 3: THE ROLE OF DATA**

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5	<b>Trends and Innovations in Data Driven Decision Making</b> The ways community based organizations and businesses use data <ul style="list-style-type: none"> <li>Applying research evidence in social work practice                             <ul style="list-style-type: none"> <li>BIG Data</li> <li>The person-in-environment perspective</li> <li>The program-in-environment perspective</li> </ul> </li> </ul>	
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6	<b>The Data Collection Process: Measuring Instruments</b> <b>Survey Development:</b> <ul style="list-style-type: none"> <li>What is a survey?</li> <li>How are surveys delivered? (online, in-person, via phone, via mail, etc)</li> <li>How to build a survey?</li> <li>How to analyze survey data?</li> </ul>	
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7	<b>Making Decisions with Data –PART I</b> <ul style="list-style-type: none"> <li>Data Information Systems</li> <li>Managing Data</li> </ul>	
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8	<b>Making Decisions with Data –PART II</b> <ul style="list-style-type: none"> <li>Making Case-Level Decisions</li> <li>Making Program-Level Decisions</li> <li>Outcome Data and Program-Level Decision Making</li> <li>Benchmarks</li> </ul>	<b>ASSIGNMENT 2 DUE</b>
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**MODULE 4: DESIGNING & IMPELEMENTING AN EVALUATION**

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Unit	Topics	Assignments
9	<b>Designing a Process Evaluation Plan</b> <ul style="list-style-type: none"> <li>Deciding What Questions to Ask</li> <li>Developing Data Collection Instruments</li> <li>Developing a Data Collection Monitoring System</li> <li>Scoring and Analyzing Data</li> <li>Developing a Feedback System</li> <li>Disseminating and Communicating Results</li> </ul>	
10	<b>Designing an Outcome Evaluation Plan</b> <ul style="list-style-type: none"> <li>Specifying Program Objectives</li> <li>Measuring Program Objectives</li> <li>Designing a Monitoring System</li> <li>Analyzing &amp; Displaying Data</li> <li>Developing a Feedback System</li> <li>Disseminating and Communicating Results</li> </ul>	
11	<b>Using Data for Capacity Building Needs and Services</b> <ul style="list-style-type: none"> <li>Identifying key findings and lessons learned</li> <li>Identifying and addressing evaluation obstacles and limitations</li> <li>Data Informed Decision Making for Social Work Practice</li> </ul>	
12	<b>Knowledge Transfer in Social Work</b> <ul style="list-style-type: none"> <li>Bridging the gap between research and practice</li> <li>Knowledge transfer in social work</li> </ul>	
13	<b>Developing an Effective Evaluation Report &amp; Team Consultation Sessions</b>	<b>ASSIGNMENT 3 DUE</b>
14	In-class Presentations	
15	Agency Presentations and Course Evaluation	

## 629 Course Schedule—Detailed Description

### Module 1: THE VALUE OF EVALUATION AND RESEARCH

#### Unit 1: Research & Evaluation for Social Workers

##### Topics

- Welcome and introductions
- Course overview and review of syllabus
- Social work perspective on research & evaluation

**Required Readings**

Rubin, A. (2014). Efforts to Bridge the Gap Between Research and Practice in Social Work Precedents and Prospects: Keynote Address at the Bridging the Gap Symposium. *Research on Social Work Practice*.

Rubin, A & Babbie, R (2016). *Research methods for social work (4th ed.)*.  
Chapter 1: Why Study Research?, pp. 3-18  
Chapter 2: Evidence-Based Practice, pp. 23-38

Uggerhøj, L. (2011). What is Practice Research in Social Work: Definitions, Barriers and Possibilities. *Social Work & Society*, 9(1), 45-59

**Unit 2: Building on the Science of Social Work****Topics**

- Scientific Inquiry: purpose of research
- Research Methods Methods 101
- The Evaluation Process
- Evidence-Based Practice (EBP)

This Unit relates to course objectives 1, 2, 3, and 5.

**Required Readings**

Rubin, A & Babbie, R (2016). *Research methods for social work (4th ed.)*.  
Chapter 3: Quantitative, Qualitative, and Mixed Methods of Inquiry, pp. 45-57

Grinnell Jr., R. M., Gabor, P. A., & Unrau, Y.A. (2012). *Program evaluation for social workers: Foundations of evidence based programs*. (6<sup>th</sup> ed). New York, NY: Oxford University Press.

Chapter 1: Toward Accountability, pp. 3-27  
Chapter 2: The Evaluation Process, pp. 29-45  
Chapter 4: Ethics, pp. 73-95  
Chapter 5: Cultural Competence, pp 97-113

**EXPLORE:**

Web Center for Social Research Methods: <http://www.socialresearchmethods.net/kb/contents.php>  
The California Evidence-Based Clearinghouse for Child Welfare (CEBC): <http://www.cebc4cw.org/>

**Unit 3: Doing Evaluations****Topics**

- Needs Assessments
- Process (formative) evaluation
- Outcome (summative) evaluation
- Efficiency Evaluation

This Unit relates to course objectives 1, 2, 3, and 5.

**Required Readings**

Grinnell Jr., Gabor and Unrau (2012).

Chapter 6: Needs Assessment pp 118-141  
 Chapter 7: Process Evaluation pp143-167  
 Chapter 8: Outcome Evaluation pp169-184  
 Chapter 9: Efficiency Evaluation pp 185-201

**Recommended Readings**

Guthrie, K., Louie, J., David, T., & Crystal Foster, C. (2005). The challenge of assessing policy and advocacy activities: Strategies for a prospective evaluation approach. San Francisco, CA: Blueprint Research & Design.

**Module 2: Preparing for Program Evaluation**

**Unit 4: Evaluation Toolkit** **ASSIGNMENT 1 DUE**

- Logic Models
- **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-bound (SMART) Goals
- Logic Models
- Goals, Indicators, & Outcomes
- Evaluation Designs
- Theory of Change

Required Reading:

Grinnell, Gabor and Unrau (2012)  
 Chapter 3: Logic Models, pp 70-72  
 Chapter 8: Measuring Program Objectives, pp 175-77  
 Chapter 11: Measurement, pp. 232-252

Handouts for Logic Models and SMART Goals will be distributed by instructor

**Module 3: The Role of Data**

**Unit 5: Trends and Innovations in Research**

**Topics**

- The ways community based organizations and businesses use data
- Applying research evidence in social work practice
  - BIG Data
  - The person-in-environment perspective
  - The program-in-environment perspective

**Required Readings**

Kani, K. & Kramer, M. Collective Impact. (Winter 2011). Stanford Social Innovation Review. 36-41. Leland Stanford University Jr. University.

McAfee, A. (December 9, 2013). Big data's biggest challenge convincing people not to trust their judgment. Harvard Business Review, 1-5.

**WATCH:**

Big data: <https://hbr.org/video/3633937151001/the-explainer-big-data-and-analytics>

Philip Evans: How data will transform business:

[http://www.ted.com/talks/philip\\_evans\\_how\\_data\\_will\\_transform\\_business/transcript?language=en](http://www.ted.com/talks/philip_evans_how_data_will_transform_business/transcript?language=en)

### EXPLORE:

Dataversity (<http://www.dataversity.net/category/data-topics/big-data/>) daily updates of the latest Big Data News, Articles, & Education - not too overwhelming with 1 or 2 items each day.

Planet big data (<http://planetbigdata.com>) is an aggregator of blogs about big data and related topics.

SmartData Collective (<http://smartdatacollective.com/all/8731?ref=navbar>) a commercially run and moderated business community for business intelligence, predictive analytics, and data professional bloggers.

## Unit 6: The Data Collection Process: Measuring Instruments

### Topics

- **Survey Development**
  - What is a survey?
  - How are surveys delivered? (online, in-person, via phone, via mail, etc)
  - How to build a survey?
  - How to analyze survey data?

### Required Reading:

Grinnell Jr., Gabor and Unrau (2012). Chapter 13: Data Sources, Sampling, and Data Collection, pp. 269-295.

Neilson, K., Simonsen Abildgaard, J. & Daniels, K. (2014). Putting context into organizational intervention design: Using tailored questionnaires to measure initiatives for worker well-being. *Human Relations*, 67(12), 1537-1560.

### EXPLORE:

<http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/>

## Unit 7: Making Decisions with Data – PART I

- Managing Data
- Data Information Systems

### Required Readings

Grinnell Jr., Gabor and Unrau (2012). Chapter 14: Data Information Systems, pp 299-317

Webber, Martin. (2014). Applying Research Evidence in Social Work Practice. Palgrave McMillan. Chapter 5: Using Evidence to inform decision-making.

Hillier, A. (2007). Why social work needs mapping? *Journal of Social Work Education*, 43(2): 205-221.

**EXPLORE** databases of area resources and localized demographics (Hands-on Lab):

Healthy Cities: <http://www.healthycity.org>

Health Compass: <http://www.healthcompass.org>

MangoMap: <https://mangomap.com>

## Unit 8: Making Decisions with Data –PART II

### Topics

- Making Case-Level Decisions
- Making Program Level Decisions
- Outcome Data and Program-Level Decision Making
- Benchmarks

### Required Readings:

Grinnell Jr., Gabor and Unrau (2012). Chapter 15: Making Decisions, pp 319-346

### Recommended Readings:

Harrison, L., & Austin, M. (2010). Transforming Data Into Action: The Sonoma County Human Services Department.  
<http://mackcenter.berkeley.edu/assets/files/articles/9.%20KSS%20Sonoma%20Case%20Final%20Sept%202008.pdf>

Guerrero, G. E. & Kao, D. (2013). Racial/ethnic minority and low-income hotspots and their geographic proximity to integrated care providers. *Substance Abuse Treatment, Prevention, and Policy* 8 (34).

## Module 4: Designing & Implementing A Program Evaluation

### Unit 9: Designing A Process Evaluation Plan

#### Topics

- Deciding What Questions to Ask
- Developing a Data Collection Instruments
- Developing a Data Collection Monitoring System
- Scoring and Analyzing Data
- Developing a Feedback System
- Disseminating and Communicating Results

### Required Readings

Grinnell Jr., Gabor and Unrau (2012). Chapter 7: Process Evaluation, pp 148-167

### Recommended Reading

Padwa, H., Guerrero, G. E., Fenwick, K. & Braslow, J. (2015). Providers' perspective on barriers to integration of mental health and substance abuse services for public mental health clients. *Psychiatric Services, online first*.

**Unit 10: Designing An Outcome Evaluation Plan****Topics**

- Specifying Program Objectives
- Measuring Program Objectives
- Designing a Monitoring System
- Analyzing and Displaying Data
- Developing a Feedback System
- Disseminating & Communicating Results

This Unit relates to course objectives 2, 4, and 5.

**Required Readings:**

Grinnell, Gabor and Unrau (2012) Chapter Eight: Outcome Evaluations, pp. 173-184

**Recommended Readings:**

Guerrero, G. E., Cepeda, A., Duan, L., & Kim, T. (2013). Substance abuse treatment completion among Latino groups in L.A. County from 2006 to 2009. *Addictive Behaviors*. Retrieved from <http://dx.doi.org.libproxy.usc.edu/10.1016/j.addbeh.2013.05.006>

Kayser, K., Lobe, M., Newransky, C., Tower, G., & Raj, P. M. (2010). Microcredit self- help groups for widowed and abandoned women in south India: Do they help? *Journal of Social Service Research*, 36, 12–23.

McCroskey, J. (2007). Using child and family indicators to influence communities and policy in Los Angeles County. *Social indicators research*, 83(1), 125-148.<sup>[1]</sup>

**Unit 11: Using Data for Capacity-Building Needs and Sustainability****Topics**

- Identifying key findings and lessons learned
- Identifying and addressing evaluation obstacles and limitations
- Data Informed Decision Making for Practice

**Required Readings**

Fortifying L.A.s nonprofit organization: capacity building needs and services in Los Angeles County. (September 2010) A study by TCC Group. Weingart Foundation, pp 16-74.

Schorr, L.B. (Jan. 8, 2016). Reconsidering evidence: What it means and how we use it. *Stanford Social Innovation Review*, pp. 1-4.

**Recommended Reading:**

Guerrero, G., E., Aarons, A. G., Grella, E. C., Garner, R. B., Cook, B., & Vega, W. A. (2015) Program capacity to eliminate outcome disparities in addiction health services. *Administration and Policy in Mental Health and Mental Health Services Research*

**Unit 12: Knowledge Transfer in Social Work****Topics**

- Bridging the gap between research and practice
- Knowledge transfer in social work

**Required Readings**

Rubin, A. (2014). Efforts to Bridge the Gap Between Research and Practice in Social Work Precedents and Prospects: Keynote Address at the Bridging the Gap Symposium. *Research on Social Work Practice*, pp 1-7.

Rutter, D. & Fisher, M. (August 2013). Knowledge transfer in social care and social work: Where is the problem? *Personal Social Services Unit*, pp. 1-37.

**View:**

The Big Data Phenomenon: [http://www.goldmansachs.com/our-thinking/trends-in-our-business/big-data.html?cid=PS\\_02\\_91\\_07\\_00\\_00\\_00\\_01](http://www.goldmansachs.com/our-thinking/trends-in-our-business/big-data.html?cid=PS_02_91_07_00_00_00_01)

**EXPLORE:**

<http://www.societyconsulting.com/>

**Unit 13: Developing an Effective Evaluation Report & Team Consultation Sessions****ASSIGNMENT #3 DUE**

Developing an Effective Evaluation Report: Setting the course for effective program evaluation. Centers for Disease Control and Prevention's (CDC's) Office on Smoking and Health (OSH) and Division of Nutrition, Physical Activity, and Obesity (DNPAO), and ICF International, pp 1-39.

**Unit 14: Team Presentations****Topics**

- In-class presentations

**Unit 15: Agency Presentations & Course Evaluations****Topics**

- Presentations to partner organizations

**University Policies and Guidelines****IX. 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 (**ADD email address**) 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.

**X. STATEMENT ON ACADEMIC CONDUCT**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

**XI. SUPPORT SYSTEMS**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The *Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**XII. EMERGENCY RESPONSE INFORMATION**

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 <sup>th</sup> & Olive)	Orange County	Faculty Parking Lot

<b>MRF</b>	Lot B	
<b>SWC</b>	Lot B	
<b>VKC</b>	McCarthy Quad	
<b>WPH</b>	McCarthy Quad	

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

**XIII. 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 initiated by the student and agreed upon by the instructor and reported on the official “Incomplete Completion Form.”

**XIV. 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.

**XV. 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.

**XVI. 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.

## **XVII. 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 course lead Renee Smith-Maddox, COBI vice chair curriculum, at [smithmad@usc.edu](mailto:smithmad@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor. Or, if you are a VAC student, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance.

## **XVIII. 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.

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

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