SOWK 629

EVALUATION OF RESEARCH: COMMUNITY ORGANIZATION, PLANNING and ADMINISTRATION

3 Units

Fall 2010

Instructor: Gokul Mandayam, Ph.D
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Office: MRF 306

Course Time: Thursday, 1pm to 3.50pm
Course Location: VKC Room 254
Office hours: Thursday, 4pm to 5pm and/or by appointment; Virtual office hours

I. Course Pre-requisites

Students must have taken the Social Work Research (SOWK 562) course as it provides a foundation for this course.

II. Catalogue Description

SOWK 629 focuses on methods and principles underlying data-driven planning, program evaluation and quality improvement with social service agencies, programs and interventions.

III. Course Description

Social service consumers, providers, policy makers and the general public are increasingly focused on assessing the costs, quality and outcomes of social services. As social service systems are growing increasingly complex, serving diverse populations and facing multiple and conflicting demands from various stakeholders, the challenges of determining outcomes and results also multiply. Empirically tested interventions or evidence-based social service programs are increasingly becoming a common and powerful tool in planning and delivering social services. Social work macro practitioners within the community organization, planning and administration concentration (COPA) need specialized skills to i) identify needs, assess community strengths and use available research to guide the development of interventions; ii) evaluate program/intervention effectiveness and efficiency; 3) monitor performance, assure quality and improve existing services; and 4) implement data-driven planning, management and advocacy.
This core course is designed to equip students with the above mentioned skills necessary to systematically develop, implement and evaluate social service programs, and interventions. It builds directly upon the concepts and knowledge developed in SOWK 562 (Introduction to Social Work Research), providing a vertical link with the introductory course.

Course discussions will focus attention on the values base that guides service delivery, and the roles that data, evaluation and research play in decision-making at the macro level. Students will be encouraged to assess the implications of ethical, racial, ethnic, gender, and lifestyle issues in needs assessment and program evaluation. Students will develop skills that enable them to develop, implement and evaluate social service programs, and skills in analyzing available data to support decision-making in policy, planning, organizational assessment and advocacy. This course also introduces students to spatial analysis through Geographic Information systems (GIS) as a tool for decision-making, understanding community resources and addressing human needs. Students will be exposed to a range of methods commonly used by macro practitioners including web-based administrative data sites, performance measurement techniques and cost effectiveness/cost benefit analysis.

IV. Course Objectives

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>Present principles and concepts that guide evidence-based qualitative and quantitative research techniques used by macro practitioners in social service settings. Methods used in problem definition, study design, data collection and data analysis will be presented and students will have the opportunity to apply their knowledge of research in macro practice settings.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate how social work research methods are applied in program evaluation. Methods used in program evaluation will be highlighted and students will have the opportunity to apply a variety of research methods to program evaluation opportunities and challenges facing their field placement organizations.</td>
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<tr>
<td>3</td>
<td>Demonstrate data collection and analysis methods used in assessing population needs and community resources. Students will have the opportunity to apply analysis of primary and secondary data, conduct web searches for available data, and constructing needs assessment processes to support problem identification and program evaluation.</td>
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<tr>
<td>4</td>
<td>Describe the many research-related roles of macro practitioners in organizational settings, including program planning, performance management and advocacy. Examples of how macro practitioners assess community resource environments, population strengths and needs will be presented for class discussion. Students will be asked to apply their knowledge in order to discern which methods best fit challenges and issues in their field placement and other organizational settings.</td>
</tr>
</tbody>
</table>
Objective #  | Objectives
---|---
5  | Demonstrate critical thinking and problem solving techniques used to assess community needs and resources, develop service programs and measure results for program participants. Examples of program logic models will be used to help students apply methods to developing new programs that fit their field placement settings.

V. Course Format
The format of the course will include didactic instruction, guest lectures, small group discussion and experiential exercises. Data-based reports, examples and material from the field will be used to illustrate key concepts, providing integration between class and field. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice. The instructor may also call on students to lead discussions based on the readings assigned for the week.

The online teaching and learning environment provided by the University’s Blackboard System will support and facilitate student to student communication and interaction outside of class as well as access to instructor support.

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

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 629</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td></td>
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<tr>
<td>2 Ethical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>4 &amp; 5</td>
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<tr>
<td>4 Diversity in Practice</td>
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<td>5 Human Rights &amp; Justice</td>
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<tr>
<td>6 Research Based Practice</td>
<td>*</td>
<td>1, 2 &amp; 3</td>
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<td>7 Human Behavior</td>
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<td>8 Policy Practice</td>
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<tr>
<td>9 Practice Contexts</td>
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</tbody>
</table>
| 10 Engage, Assess, Intervene, Evaluate | | *

* 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

**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.

**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.

### Student Learning Outcomes

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2. Analyze models of assessment, prevention, intervention, and evaluation.

### Method of Assessment

In-class midterm examination, Assignment 2

Class participation

Logic model Attachment to Assignment 3.

Graphic depiction of program logic and evaluation measures. Class participation.

3. Use practice experience to inform scientific inquiry.

4. Use research evidence to inform practice.

### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>1. Community Needs Assessment Paper (Part 1)</td>
<td>October 14</td>
<td>20%</td>
</tr>
<tr>
<td>2. In-Class Mid Term Examination</td>
<td>November 4</td>
<td>20%</td>
</tr>
<tr>
<td>3. Oral Presentation</td>
<td>December 2</td>
<td>15%</td>
</tr>
<tr>
<td>4. Final Program Evaluation Paper</td>
<td>December 13</td>
<td>40%</td>
</tr>
</tbody>
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The major project for this course is an applied evaluation research project requiring that students develop a program evaluation model for an existing program, a program that is under development, or an area of unmet need relevant to the current needs of their field placement setting. (If this is not practical, students should discuss potential alternatives with the instructor). They will come up with a practical evidence based evaluation research model (for example, pre-test and post-test evaluation or post-test customer satisfaction) that could be useful in a specific known real-world setting. It is expected that students will integrate and apply program evaluation concepts covered in class and course readings including material in the United Way publication on measuring outcomes. It is also expected that students will share their products with their field instructor and field agency staff in order to obtain feedback to make the learning experience more practical and application oriented.

The major program evaluation project is divided into a three part structure: 1) community context, problem formulation, needs assessment and program description; 2) a logic model that describes the evaluation approach and key variables; and 3) evaluation methods and practical application in the agency setting. Detailed outlines for the assignments will be provided in class and posted on Blackboard. Students will be expected to revise the first assignment as needed to submit with the final assignment so that they submit a full proposal as a final examination paper.

Students will work either individually or in teams (if multiple students are placed in the same agency or related agencies) around a theme that could be based on the population of interest (elderly, children, immigrants etc.) or field of practice (families and children, mental health, health, etc.). The instructor will discuss options for team approaches in detail; if groups are possible, they will be decided within the first three weeks of class. Group grades will reflect identical grade points for every member of the group.

In addition, students will also take an in-class mid-term examination that tests their understanding of the key aspects of the research process used by macro practitioners. The format of the examination includes multiple choice, true/false, and short-answer type questions (vignette based and/or journal article critique).

Each of the major assignments is described individually below.

Assignment 1

This is a 12-15 pages paper that will include information on the community setting around the agency, data used to assess strengths and needs, the problem addressed, and the basic program design proposed to address demonstrated needs. Specifics will vary depending on whether this is a program already in operation or one that is being planned. The instructor will discuss the outline for the paper with each individual and group in order to assure that the project fits individual circumstances, and further guidelines for this assignment will be posted on Blackboard.

Due: October 14.
This assignment relates to student learning outcome 3.

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Assignment 2

In-Class Mid Term Examination
This in-class examination will enable students to analyze and apply concepts and content from the readings, class lectures and discussions as well test their ability to critically examine social work evaluation research material pertaining to the field of community organization, planning and administration (COPA). More details on the examination will be provided in class. Questions are designed to help students apply knowledge about research to different kinds of challenges that macro practitioners commonly face.

**Due:** November 4.

*This assignment relates to student learning outcomes 1 and 4.*

Assignment 3

Final Program Evaluation Paper (includes Part 1 Community Needs Assessment, Logic Model and Part 2 Design for Program Evaluation)

The final project paper will present an evidence based intervention model for the problem identified and the program/intervention need assessed. This comprehensive final paper will include assignment #1 (with the corrections and revisions incorporated), and the logic model guiding the evaluation design will be attached as an appendix to the final paper. For this final paper, students will add a detailed description of proposed evaluation methodology and their own assessment of the viability of this design being carried out effectively in this setting. Students are required to interview at least three key stakeholders (with in the agency or other key informants/experts, BUT NOT CLIENTS!) to gain input from different perspectives, and to assess their reactions in applying the model. Analysis of qualitative data from these interviews should also be discussed in the paper. Attachments should include project related products (i.e., needs assessment questionnaire, evaluation instruments, agency organization charts, logic model, etc.).

**Due:** December 13.

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

Assignment 4

Students will make individual or group oral presentations as the case may be, of the evaluation model as discussed above, preferably with Microsoft Power Point software. For a group presentation, all group members must present some portion of the presentation. Each presentation session will also have time for a question and answer session. Presentations are likely to be evaluated by peers including agency representatives (depending on their availability) and the faculty member. Further guidelines for this assignment will discussed in class and posted on Blackboard.

**Date:** December 2

*This assignment relates to student learning outcomes 2, 3 and 4.*

Class Participation (5% of Course Grade)
It is expected that students will attend class regularly, participate in class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades. Your involvement in this class is considered essential to your growth as a macro practitioner. You will be asked to discuss the material assigned and make connections with your own experiences.
Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential.

Course grades will be based on the following:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Corresponding Numeric Grade</th>
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<tbody>
<tr>
<td>3.85 – 4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
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<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
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<tr>
<td>2.90 – 3.24</td>
<td>B</td>
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<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
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<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
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<tr>
<td>1.90 – 2.24</td>
<td>C</td>
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<tr>
<td>1.89 &amp; below</td>
<td>C-</td>
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<thead>
<tr>
<th>Corresponding Numeric Grade</th>
<th>Letter Grades</th>
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<tr>
<td>93 – 100</td>
<td>A</td>
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<tr>
<td>90 – 92</td>
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<tr>
<td>87 – 89</td>
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<td>83 – 86</td>
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<td>80 – 82</td>
<td>B-</td>
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<td>77 – 79</td>
<td>C+</td>
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<td>73 – 76</td>
<td>C</td>
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<tr>
<td>70 – 72</td>
<td>C-</td>
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### VI. Course Textbooks and Other Resources

**Required Textbook**


Students are expected to bring the required texts to class every week. There is no course reader for SOWK 629. There will, however, be additional readings that are identified in the course outline under individual class sessions. These readings may be accessed in one of two ways: 1) hardcopy from the USC library journals or on-line through the USC library e-journals; and/or 2) through external links posted on Blackboard or as identified in the course outline. Readings in addition to those in the course outline may be identified and assigned during the course of the semester.

For background on research methods, students may also draw upon textbooks from their SOWK 562 class or other basic research texts.

The following may also be useful for Supplemental Reading (Optional).

**Recommended Supplements**


Recommended Guidebook for APA Style Formatting


Internet Resources on Social Science Research, Evaluation and GIS

a) http://www.sosig.ac.uk  b) http://www.pscw.uva.nl/sociosite
c) http://www.iaswresearch.org  d) http://www.utexas.edu/research/cswr
e) http://www.clas.ufl.edu/users/gthursby/soapsci  f) http://www.gis.com
g) http://www.cml.upenn.edu  h) http://www.gisca.adelaide.edu
k) http://www.qualitative-research.net  l) http://www.parnet.org
m) http://www.eval.org  n) http://www.gao.org
t) http://www.urban.org  u) http://modelprograms.samhsa.gov
v) http://www.evidencebasedprograms.org  w) http://aspe.hhs.gov/_/index.cfm
x) http://www.cachildwelfareclearinghouse.org

Recommended Journals

Journal of Policy Analysis and Management  Research on Social Work Practice
Evaluation and Program Planning  Social Service Review
American Journal of Evaluation  Administration in Social Work

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University Policies and Guidelines

VII. 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 (xxx@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.

VIII. 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.

IX. 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. The phone number for DSP is (213) 740-0776.

Emergency Response Information

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.

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.

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<thead>
<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
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<tbody>
<tr>
<td>City Center</td>
<td>Orange County</td>
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<tr>
<td>Front of Building</td>
<td>Faculty Parking Lot</td>
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<tr>
<td>(12th &amp; Olive)</td>
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<td>MRF</td>
<td>San Diego</td>
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<td>Lot B</td>
<td>Building Parking Lot</td>
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<td>SWC</td>
<td>Skirball</td>
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<tr>
<td>Lot B</td>
<td>Front of Building</td>
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<td>VKC</td>
<td>McCarthy Quad</td>
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<td>WPH</td>
<td>McCarthy Quad</td>
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</table>

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

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.”

X. Policy on Late or Make-Up Work

To encourage everyone to hand in all assignments, late work will **not** be accepted. However, in fairness to those who turn work in on time, a grade penalty of one numeric point per day may be assessed on all work submitted after the due date. The instructor will not be able to provide feedback on drafts of assignments.

XI. 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.

XII. Code of Ethics of the National Association of Social Workers (Optional)

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 well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**XIII. Complaints**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.
Tips for Maximizing Student Learning Experience in this Course

✓ Complete required readings and assignments BEFORE coming to class.

✓ BEFORE coming to class, review the materials from the previous session AND the current session, AND scan the topics to be covered in the next session.

✓ Come to class prepared to ask any questions you might have.

✓ Participate in class discussions and/or in blackboard-based virtual discussions.

✓ AFTER you leave class, review the materials assigned for that session again, along your notes from that session.

✓ 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.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/26/2010  •  Introduction to the Course and Key Concepts</td>
</tr>
<tr>
<td>2</td>
<td>9/02/2010  •  Recap of Research Concepts; Application to Program Evaluation and Macro Practice</td>
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<tr>
<td>3</td>
<td>9/09/2010  •  Evidence Based Practice and Accountability</td>
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<tr>
<td>4</td>
<td>9/16/2010  •  Using Available Data on Communities including Population Demographics; Needs Assessment</td>
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<td>5</td>
<td>9/23/2010  •  Process Evaluation</td>
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<td>6</td>
<td>9/30/2010  •  Outcome Evaluation</td>
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<td>7</td>
<td>10/7/2010  •  Efficiency Evaluation</td>
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<td>8</td>
<td>10/14/2010 •  Measurement and Data Collection</td>
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<td></td>
<td>Evaluation Assignment 1 Due!</td>
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<td>9</td>
<td>10/21/2010 •  Making Decisions with Data: Quantitative Data Analysis</td>
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<td>10</td>
<td>10/28/2010 •  Making Decisions with Data: Qualitative Data Analysis</td>
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<td>11</td>
<td>11/04/2010 •  In-Class Examination</td>
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<td>12</td>
<td>11/11/2010 •  Participatory Action Research</td>
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<td>Evaluation Politics, Ethics and Standards; Culturally Appropriate Evaluations; Using Data Effectively in Multiple Roles: How can Data be Useful to Policy Makers, Planners, Advocates, Community Organizers, Administrators and Clients</td>
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<tr>
<td>13</td>
<td>11/18/2010 •  Geographic Information Systems (GIS) in Evaluation Research</td>
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<td>14</td>
<td>12/02/2010 •  Oral Presentation</td>
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</tbody>
</table>

There will be no class session on Saturday, November 25 owing to the ‘Thanksgiving’ holiday. Final Paper is due on December 13.

Disclaimer: Class session topics are likely to be changed at the discretion of the instructor.
Course Topics and Assignments

Session 1  8/26/2010

Topic: Introduction to the Course and Key Concepts
- Program Evaluation Research
- Evidence Based Practice
- Data Based Planning
- Results Based Accountability
- Outcomes, Indicators and Performance Measures

Course Objectives – This class session will address course objectives 3 and 4.

Required Readings:
No required readings

Session 2  9/2/2010

Topic: Recap of Research Concepts; Application to Program Evaluation and Macro Practice
- Research Purpose and Questions
- Variables
- Methods
- Data Analysis and Findings
- Conclusions and Implications
- Purpose and Methods Used in Program Evaluation
- Roles of Macro Practitioners

Course Objectives – This class session will address course objectives 1, 3 and 4.

Required Readings:

Review research textbooks as needed.

Session 3  9/9/2010

Topic: Evidence Based Practice and Accountability

- Research Informs Practice
- Practice Informs Research
- Tracking Outcomes and Measuring Performance
- Accountability Issues
- Roles of Macro Practitioners

Course Objectives – This class session will address course objective 1.

Required Readings:

- Grinnell, Gabor and Unrau (2010)
  Chapter One: Becoming an Evidence-Based Practitioner
  Chapter Two: Working Toward Evidence-Based Programs
  Chapter Three: Designing Evidence Based Programs


Recommended Readings:


Session 4  9/16/2010

Topic: Using Available Data on Communities including Population Demographics; Needs Assessment

- Needs Assessment
- Strengths Assessment
- Community Resources
- Population Demographics

Course Objectives – This class session will address course objectives 1, 3 and 4.
Required Readings:

- Grinnell, Gabor and Unrau (2010)
  Chapter Four: Preparing for an Evaluation
  Chapter Five: Doing a Needs Assessment


Session 5 9/23/2010

**Topic:** Process Evaluation

- Purpose and Use of Process Evaluation
- Tracking Program Implementation
- Methods Used in Process Evaluation

**Course Objectives** – This class session will address course objectives 2 and 3.

**Required Readings:**

- Grinnell, Gabor and Unrau (2010)
  Chapter Six: Doing a Process Evaluation

- Pecora, McCroskey, Lorthridge et al. (2009). Midcourse lessons learned from the Los Angeles County Prevention Initiative Demonstration Program: Early successes, partnerships and the challenges that lie ahead. Casey Family Programs (Seattle, WA) & LA County Department of Children and Family Services.
  [http://www.casey.org/Resources/Publications/pidp.htm](http://www.casey.org/Resources/Publications/pidp.htm)
**Session 6**  
9/30/2010

**Topic:** *Outcome Evaluation*

- Results, Outcomes, Indicators
- Relationship between Formative and Summative Evaluation
- Client Satisfaction versus Client Outcomes

**Course Objectives** – This class session will address course objectives 2, 3 and 4.

**Required Readings:**

- Grinnell, Gabor and Unrau (2010)  
  Chapter Seven: Doing an Outcome Evaluation

- United Way (1996)  
  Step 2: Choosing the Outcomes You Want to Measure


**Recommended Readings:**


**Session 7**  
10/7/2010

**Topic:** *Efficiency Evaluation*

- Efficiency Evaluation
- Cost-Benefit Analysis

**Course Objectives** – This class session will address course objectives 2, 3 and 4.
Required Readings:

Grinnell, Gabor and Unrau (2010)
   Chapter Eight: Doing an Efficiency Evaluation


### Session 8 10/14/2010

**Topic:** Measurement and Data Collection

- Measuring Program Objectives
- Sampling
- Data Sources
- Mining Available Data
- Data Collection Instruments
- Data Collection Methods

**Course Objectives** – This class session will address course objective 4.

Required Readings:

Grinnell, Gabor and Unrau (2010)
   Chapter Nine: Measuring Objectives
   Chapter Ten: Collecting Data
   Chapter Eleven: Developing a Data Information System

United Way (1996)
   Step 3: Specify Indicators for Your Outcomes
   Step 4: Prepare to Collect Data on Your Indicators


Recommended Readings:


**Evaluation Assignment I Due!**
Session 9

Topic: Qualitative Data Analysis

- Gathering Qualitative Data
- Analyzing Qualitative Data
- Mixed Methods

Course Objectives – This class session will address course objective 1, 3 and 4.

Required Readings:

Grinnell, Gabor and Unrau (2010)
Chapter Thirteen: Analyzing Qualitative Data


Session 10

Topic: Quantitative Data Analysis

- Gathering Quantitative Data
- Analyzing Quantitative Data
- Measurement Instruments, Rating Scales and Other Tools
- Communicating with Graphics

Course Objectives – This class session will address course objective 1, 3 and 4.

Required Readings:

Grinnell, Gabor and Unrau (2010)
Chapter Twelve: Using Graphics to Report Evaluation Data
Chapter Fourteen: Making Decisions with Data

United Way (1996)
Step 5: Try Out Your Outcome Measurement System
Step 6: Analyze and Report Your Findings
Step 8: Use Your Findings


**In-Class Examination**

*Course Objectives* – This class session will address course objectives 1, 2, 3 and 4.

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**Session 12**

**Topic:** *Evaluation, Politics, Ethics and Standards, Culturally Appropriate Evaluations and Participatory Action Research*

- Evaluation Politics, Ethics and Standards
- Culturally Appropriate Evaluations
- Using Data Effectively in Multiple Roles: How can Data be Useful to Policy Makers, Planners, Advocates, Community Organizers, Administrators and Clients
- Participatory Action Research

*Course Objectives* – This class session will address course objective.

**Required Readings:**

- Grinnell, Gabor and Unrau (2010)
  - Chapter Fifteen: Managing Politics, Ethics and Standards
  - Chapter Sixteen: Becoming a Culturally Appropriate Evaluator


**Recommended Readings:**

Session 13  11/18/2010

Topic:

- Geographic Information Systems (GIS) in Evaluation Research

Course Objectives – This class session will address course objectives 1 and 2.

Required Readings:


Session 14  12/2/2010

- Oral Presentation

Course Objectives – This class session will address course objectives 2, 3 and 4.

Evaluation Assignment II Due on 12/13/2010:
Hard Copy due by 5 pm in the mailbox marked ‘SOWK 629: Dr. Mandayam’ in MRF 201
Turnitin Copy due by 11.59 pm on 12/13/2010!