SOWK 629 - Section 60579

EVALUATION OF RESEARCH:
COMMUNITY ORGANIZATION, PLANNING and ADMINISTRATION

3 Units

Fall 2012

Instructor: Erick G. Guerrero, PhD
Telephone: 213-821-1385
E-Mail: erickgue@usc.edu
Office: SWC 220

Course Time: Thursdays, 4:10pm - 7:00 pm
Course Location: SWC Room 106
Office hours: Thursdays 11 am – 12:00 pm or by appointment.

I. Course Pre-requisites
Students must have taken the Social Work Research (SOWK 562) course. It provides the 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. As such, the material presented is critical to prepare MSWs for careers in management and planning in a variety of human services or non-profit organizations.

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; iii) monitor performance, assure quality and improve existing services; and iv) 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>
</tr>
</thead>
<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>
</tr>
<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 construct needs assessment processes to support problem identification and program evaluation.</td>
</tr>
<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>
<tr>
<td>5</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 will 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>
<td></td>
</tr>
<tr>
<td>2 Ethical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>4 &amp; 5</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Human Rights &amp; Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Research Based Practice</td>
<td>*</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Policy Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Practice Contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
</table>
| **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. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. | In-class midterm examination, Assignment 2, and Class participation |
|  | 2. Analyze models of assessment, prevention, intervention, and evaluation. | Logic model Attachment to Assignment 2, Graphic depiction of program logic and evaluation measures and Class participation. |
| **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. | 3. Use practice experience to inform scientific inquiry. | Written needs assessment paper, defining community context, needs and strengths (Assignment 1) |
|  | 4. Use research evidence to inform practice. | Final paper combining needs assessment, logic model and design for program evaluation (Assignment 2) |

V. Course Assignments, Due Dates and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 💻 Community Needs Assessment Paper (Assignment 1)</td>
<td>October 18</td>
<td>20%</td>
</tr>
<tr>
<td>2. 📆 In-Class Mid Term Examination</td>
<td>November 8</td>
<td>20%</td>
</tr>
<tr>
<td>3. 🗣 Oral Presentation</td>
<td>November 29</td>
<td>15%</td>
</tr>
<tr>
<td>4. 📐 Final Program Evaluation Paper (Assignment 2)</td>
<td>December 10</td>
<td>40%</td>
</tr>
<tr>
<td>5. 📚 Class Participation</td>
<td>Ongoing</td>
<td>5%</td>
</tr>
</tbody>
</table>

The major project for this course is an applied evaluation research project requiring that students develop a program evaluation model for an existing program or a program that is under development at their field placement, or an evaluation of an area of unmet need where secondary data for analysis is available. Student 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 survey etc.) 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 paper as needed to submit along with the final assignment paper so that they submit a complete evaluation proposal as the final assignment paper.

Students will work either individually or in teams of 3 members each (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 two weeks of class. Group grades will reflect identical grade points for every member of the group.

In addition, students will make an oral presentation of their evaluation project (including the logic model) and 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 (20% of the Course Grade)**

**Community Needs Assessment Paper** (Part 1 of Program Evaluation and includes the Community context, Problem identification, Assessment of strengths and needs, and Program description).

This is a 10-12 pages paper that will include information on the community setting or service area of your proposed evaluation. You can use and analyze data from your field placement or from the SAMHDA or ESRI online resources. The instructor will show you how to use these data to assess strengths and needs. The paper should state two basic issues, 1) the problem addressed and 2) the program design proposed to address demonstrated needs. Specifics will vary depending on whether this is a program already in operation (field placement), or it is a new proposed program to respond to a community issue or risk factor (e.g. unemployment, mental health need, etc). 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 18**

*This assignment relates to student learning outcome 3.*
**In-Class Mid Term Examination** (20% of the Course Grade)
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). The mid term will include case scenarios and vignettes where students will be able to apply knowledge about research to different kinds of challenges that macro practitioners commonly face.

**Due: November 8**
This assignment relates to student learning outcomes 1 and 4.

**Assignment 2 (40% of the Course Grade)**

**Final Program Evaluation Paper** (Part – II of Program Evaluation and includes the Community needs assessment, Logic model and 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 in Assignment 1. 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 (within their field placement agency, or within the scope of health and social services proposed or other key informants/experts in community needs. Please avoid interviewing CLIENTS!. Interviews aim to help students gain input from different perspectives, and to assess their reactions in applying the suggested logic 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.). If you rely on GIS analysis of community needs or Statistical analysis of individuals or a system of care (e.g. substance abuse treatment system in California), your paper should include the needs assessment completed for Assignment 1, and the full analysis of data - including Table 1 with demographics of the population described; Table 2 with descriptive analysis; and potentially Table 3 with regression models testing hypotheses. The instructor will provide a framework and a guide to help you organize and present the information in a succinct and accessible manner.

**Due: December 10**
This assignment relates to student learning outcomes 2 and 4.

**Oral Presentation (15% of the Course Grade)**
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: November 29**
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. Participation is critical in this class and will be evaluated based on the rubric presented on page 12. Course grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Corresponding Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
<tr>
<td>1.89 &amp; below</td>
<td>C-</td>
</tr>
</tbody>
</table>

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

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/sosci  
f) http://www.gis.com  
g) http://www.cml.upenn.edu  
h) http://www.gisca.adelaide.edu  
i) http://www.esri.com/industries/health/index.html  
j) http://www.ppgis.net  
k) http://www.qualitative-research.net  
l) http://www.parnet.org  
m) http://www.eval.org  
n) http://www.gao.org  
o) http://www.elsevier socialsciences.com/evaluation  
p) http://www.mathematica-mpr.com  
q) http://www.cgdev.org/section/initiatives/_active/evalgap  
r) http://www.rand.org  
s) http://www.mdrc.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  
y) http://www社群.org  
z) http://www.urban.org  

**Recommended Journals**

Journal of Policy Analysis and Management  
Evaluation and Program Planning  
American Journal of Evaluation  

Journal of Community Practice  
Research on Social Work Practice  
Social Service Review  
Administration in Social Work
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 (araque@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.

<table>
<thead>
<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Front of Building (12th &amp; Olive)</td>
</tr>
<tr>
<td>MRF</td>
<td>Lot B</td>
</tr>
<tr>
<td>SWC</td>
<td>Lot B</td>
</tr>
<tr>
<td>VKC</td>
<td>McCarthy Quad</td>
</tr>
<tr>
<td>WPH</td>
<td>McCarthy Quad</td>
</tr>
<tr>
<td>Orange County</td>
<td>Faculty Parking Lot</td>
</tr>
<tr>
<td>San Diego</td>
<td>Building Parking Lot</td>
</tr>
<tr>
<td>Skirball</td>
<td>Front of Building</td>
</tr>
</tbody>
</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 well-being 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 well-being 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 COPA concentration Dr. Annalisa Enrile (enrile@usc.edu) or Dr. Juan Araque (araque@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden (rmaiden@usc.edu) 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.

✓ Become familiar with online GIS and Statistical data and analytic tools.

✗ Don’t procrastinate or postpone working on assignments.

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.
## Course Overview

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30/2012</td>
<td>Introduction to the Course and Key Concepts</td>
</tr>
<tr>
<td>2</td>
<td>9/06/2012</td>
<td>Recap of Research Concepts; Application to Program Evaluation and Macro Practice</td>
</tr>
<tr>
<td>3</td>
<td>9/13/2012</td>
<td>Evidence Based Practice and Accountability</td>
</tr>
<tr>
<td>4</td>
<td>9/20/2012</td>
<td>Using Available Data on Communities including Population Demographics; SAMHDA &amp; GIS Community analyst online software.</td>
</tr>
<tr>
<td>6</td>
<td>10/04/2012</td>
<td>Outcome Evaluation</td>
</tr>
<tr>
<td>7</td>
<td>10/11/2012</td>
<td>Efficiency Evaluation</td>
</tr>
<tr>
<td>8</td>
<td>10/18/2012</td>
<td>Measurement and Data Collection - Invited Speaker Needs Assessment Evaluation Assignment 1 Due</td>
</tr>
<tr>
<td>9</td>
<td>10/25/2012</td>
<td>Making Decisions with Data: Qualitative Data Analysis</td>
</tr>
<tr>
<td>10</td>
<td>11/01/2012</td>
<td>Making Decisions with Data: Quantitative Data Analysis (Session will be held in the computer lab)</td>
</tr>
<tr>
<td>11</td>
<td>11/08/2012</td>
<td>In-Class Midterm Examination</td>
</tr>
<tr>
<td>12</td>
<td>11/15/2012</td>
<td>Participatory Action Research; Evaluation Politics, Ethics and Standards; Culturally Appropriate Evaluations; Using Data Effectively in Multiple Roles:</td>
</tr>
<tr>
<td>13</td>
<td>11/22/2012</td>
<td>How can Data be Useful to Policy Makers, Planners, Advocates, Community Organizers, Administrators and Clients.</td>
</tr>
<tr>
<td>14</td>
<td>11/29/2012</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>15</td>
<td>12/06/2012</td>
<td>Final Review of Class Material and Projects</td>
</tr>
</tbody>
</table>

Note that there will be **no class session on Thursday, November 22** to observe the ‘Thanksgiving’ holiday. **Final Assignment Paper is due on December 10.**

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

### Session 1 8/30/2012

**Topic:** *Introduction to the Course and Key Concepts*
- Program Evaluation Research
- Evidence Based Practice
- Data Based Planning

- Evaluation of students' baseline knowledge to tailor learning plans.

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

**Required Readings:**
No required readings

### Session 2 9/06/2012

**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 SOWK 562 research textbooks as needed.

### Session 3 9/13/2012

**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 (2012)
  Chapter One: Towards Accountability
  Chapter Two: The Evaluation Process
  Chapter Three: The Program

- United Way (1996)
  Introduction to Outcome Measurement
  Step 1: Get Ready


- United Way (1996)
  Introduction to Outcome Measurement
  Step 1: Get Ready

**Recommended Readings:**


**Session 4** 9/20/2012

**Topic:** Using Available Data on Communities including Population Demographics;
SAMHDA website: http://www.icpsr.umich.edu/icpsrweb/SAMHDA/sda

**GIS website:** http://www.esri.com/software/arcgis/community-analyst/features

- 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 (2012)  
  Chapter Six: Needs Assessments

**GIS and Statistical Methods**


ESRI Community Analyst Tools - Codebook of variables

SAMHDA - N-SSATS Codebook of variables

**Recommended Readings:**


**Session 5  9/27/2012**

**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 (2012)  
  Chapter Seven: Process Evaluations


- Pecora, P., McCroskey, J., & Lorthridge, J. (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,
Session 6 10/04/2012

**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 (2012)
  Chapter Eight: Outcome Evaluations

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


**Recommended Readings:**


---

Session 7 10/11/2012

**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 (2012)
Chapter Nine: Efficiency Evaluations


Session 8 10/18/2012

**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 (2012)
  Chapter Ten: Evaluation Designs
  Chapter Eleven: Measurement
  Chapter Twelve: Measuring Instruments
  Chapter Thirteen: Data Sources, Sampling and Data Collection

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


**Recommended Readings:**


wright Evaluation Assignment I Due!
Session 9  10/25/2012

**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:**


Session 10  11/01/2012

**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 (2012)
  Chapter Fourteen: Data Information Systems
  Chapter Fifteen: Making Decisions

- United Way (1996)
  Step 5: Try Out Your Outcome Measurement System
  Step 6: Analyze and Report Your Findings
  Step 7: Improve Your Outcome Measurement System
  Step 8: Use Your Findings

Session 11  11/08/2012

**In-Class Midterm Examination**

**Course Objectives** – This class session will address course objectives 1, 2, 3 and 4.
Session 12  11/15/2012

**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 (2012)  
  Chapter Four: Ethics  
  Chapter Five: Cultural Competence


**Recommended Readings:**


Session 13  11/22/2012

**Topic:**  
- *Geographic Information Systems (GIS) in Evaluation Research*

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

**Required Readings:**


90. doi: 10.1080/15433710802083955 (ONLINE ACCESS)


<table>
<thead>
<tr>
<th>Session 14</th>
<th>11/29/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Session 15</th>
<th>12/06/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Review</td>
<td></td>
</tr>
</tbody>
</table>

Final Evaluation Assignment II Due on 12/10/2012: Email your WORD document by 5 pm to Dr. Guerrero at erickgue@usc.edu