

# USC Social Work

**SOWK 629**

**EVALUATION OF RESEARCH: COMMUNITY ORGANIZATION,  
PLANNING and ADMINISTRATION**

**3 Units**

*One of the great mistakes is to judge policies and programs by their intentions rather than their results. (Milton Friedman)*

**Instructor: Ruth C. White, PhD, MPH, MSW**

**Office: VAC**

**Telephone: 206.371.7099**

**E-Mail: [ruthwhit@usc.edu](mailto:ruthwhit@usc.edu)**

**Course Time: Section 67448 4-5:15pm PST/ Section 67449 5:45 – 7pm PST**

**Course Location: VAC**

**Office hours for Course: before/after class**

## **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;
- 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, addressing human needs and evaluating program outcomes. 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.

# USC Social Work

## IV. Course Objectives

Objective #	Objectives
1	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.
2	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.
3	Demonstrate an understanding of the data collection and analysis methods used for assessing population needs and community resources and evaluating program outcomes. Students will also assess the strengths and weaknesses of each of the methods including sensitivity to ethical, multicultural, gender, race, class, sexual orientation, and disability issues. 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.
4	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.
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 VAC 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:

Social Work Core Competencies	SOWK 629	Course Objective
1 Professional Identity	*	4
2 Ethical Practice	*	2
3 Critical Thinking	*	4 & 5
4 Diversity in Practice		3
5 Human Rights & Justice		
6 Research Based Practice	*	1, 2 & 3
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts		
10 Engage, Assess, Intervene, Evaluate	*	2, 3 & 4

\* Highlighted in this course

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

# USC Social Work

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<b>Ethical Practice</b> —Apply social work ethical principles to guide professional practice.  Social workers competent in Ethical Practice: <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	1. Recognize and manage personal values in a way that allows professional values to guide practice.	All assignments
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	3. Tolerate ambiguity in resolving ethical conflicts.	
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	
<b>Critical Thinking</b> —Apply critical thinking to inform and communicate professional judgments.  Social workers competent in Critical Thinking: <ul style="list-style-type: none"> <li>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>▪ Use critical thinking augmented by creativity and curiosity.</li> <li>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	5. Critically assess the health care settings and review the literature on evidence-based practices.	All assignments
	6. Critically review the research methods used in program evaluation.	

# USC Social Work

<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	<p>7. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p>	<p>All assignments</p>
	<p>8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p>	
	<p>9. Recognize and communicate understanding of the importance of difference in shaping life experiences.</p>	
	<p>10. View themselves as learners and engage those with whom they work as informants.</p>	

# USC Social Work

<p><b>Research Based Practice</b>—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"><li>▪ 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.</li></ul> <p>Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge</p>	11. Use practice experience to inform scientific inquiry.	All assignments
	12. Use research evidence to inform practice.	

# USC Social Work

## **Engage, Assess, Intervene, Evaluate—**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.

- Identifying, analyzing, and proposing evidence-based interventions designed to achieve client goals
- Using research and technological advances
- Evaluating program outcomes and practice effectiveness
- Developing, analyzing, advocating, and providing leadership for policies and services
- Promoting social and economic justice

### Engagement:

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed on focus of work and desired outcomes.

### 13. Assessment:

- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed on intervention goals and objectives.
- Select appropriate intervention strategies.

### 14. Evaluation:





Critically analyze, monitor, and evaluate interventions.

All assignments



# USC Social Work

## VII. Course Assignment(s)/ Examination; Due Dates and Grading

Assignment	Due Date	% of Final Grade
1.  <b>Written Assignment #1: Process Evaluation</b>	Unit 6	30%
2.  <b>Oral (Team) Presentation Assignment</b>	Units 14 & 15	20%
3.  <b>Written Assignment #2: Final Program Evaluation Paper</b>	Unit 15	40%
 <b>Class Participation</b>	Ongoing	10%

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 (pertinent to any program at the student's field placement) where secondary data for analysis is available. If this is not practical, students should discuss potential alternatives with the instructor. Students 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 with focus groups etc.) that could be useful in a specific known real-world setting such as their field placement. 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. In short, student(s) will act as pro-bono evaluation consultant(s) for their field placement(s) by applying their knowledge and skills learned from this course to the program(s) in consideration in their field setting.

The major program evaluation project is divided into a three part structure: 1) community context, problem formulation, unmet needs if any 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 (i.e., their specific field placement). Detailed outlines for the course assignments will be provided in class and placed on the VAC wall. Students will be expected to revise their assignment papers (based on instructor feedback) as needed for purposes of their final evaluation project in order for them to submit a complete evaluation proposal for this course that will be of utility for their field placement settings.

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

# USC Social Work

possible, they will be decided within the first four weeks of class. Group grades will reflect identical grade points for every member of the group.

In addition, students will make an oral presentation (i.e., a demonstration of) a technological tool that they propose to use for their evaluation project. Finally, they will also take an in-class mid-term examination that tests their understanding of the key aspects of the evaluation research process used by macro social work practitioners. The format of the examination could include multiple choice questions, true/false, and/or short-answer type questions (vignette based and/or journal article critique).

Each of the major assignments is described individually below.

## Assignment 1 (30%)

The first assignment is an applied research exercise consisting of a process evaluation. Students have the option to work individual or in small groups of up to three persons. Each student (or group) as the case may be will evaluate an existing program in one of their field agencies.

Assignment 1 is a process evaluation proposal (10 pages maximum) and is due at the beginning of the Unit 6.

### **Due: Unit 6**

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

## Assignment 2 (40%)

### **Final Program Evaluation Paper**

The final project paper will present an evidence based intervention model for the identification problem identified and the program/intervention need assessed. This comprehensive final paper will include the details of the problem identification, agency background, and a proposed the logic model guiding the evaluation design. Student(s) will also 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 the minimum two key

# USC Social Work

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 pertinent project related products (i.e., needs assessment questionnaire, evaluation instruments, agency organization charts, logic model, etc.).

## **Due: Unit-15**

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

## Oral Presentation (20%)

In this assignment student team(s) will present a selected evaluation tool to the class. Students can work in small groups of up to three persons. Powerpoint or Prezzi presentation formats that outline the tool along with a demo of the same will be presented by the group. Each member must present some portion of the topic. Each presentation will have a total time of 15 minutes for the tool presentation and 5 minutes for an evaluation of peer learning. Presentations are to be evaluated by peers including agency representatives (depending on their availability) and the faculty member. Tools will be proposed in advance using list posted by the instructor with student suggestions entertained. A master list will be prepared so there is no duplication. Date and time for the oral presentation by each group will be assigned before 10/10/2013.

## **Dates: Units 14 & 15**

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

## Class Participation (10% 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. **Ongoing**

Course grades will be based on the following scale:

Grade Point Average/ Letter Grade		Corresponding Numeric Grade/ Letter Grade	
3.85 – 4.00	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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C- <b>(Failing Grade)</b>	70 – 72	C- <b>(Failing Grade)</b>

# USC Social Work

## VI. Course Textbooks and Other Resources

### Required Textbook

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.

United Way of America. (1996). *Measuring program outcomes: A practical approach*. Alexandria, VA: United Way Press. (A free pdf copy of this book will be available within the Toolbox on the VAC.)

**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 the VAC course wall 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. **Recommended readings and journal articles for required readings will not be available on ARES. Students will have to search for them through the USC libraries.**

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

### Recommended Supplements

Bamberger, M., Rugh, J., & Mabry, L. (2006). *Real world evaluation*. Thousand Oaks, CA: Sage Publications

Brun, C. F. (2005). *A practical guide to social service evaluation*. Chicago, IL: Lyceum Books Inc.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.

Kettner, P., Moroney, R. M., & Martin, L. L. (2013). *Designing and managing programs: An effectiveness-based approach*. (4th edition). Thousand Oaks, CA: Sage Publications.

Padgett, D. K. (Ed.) (2004). *The qualitative research experience*. Toronto, Ontario, Canada: Thompson Brooks and Cole

# USC Social Work

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. (3<sup>rd</sup>. edition). Thousand Oaks, CA: Sage Publications.

Rossi, P. H., Lipsey, M. W., & Freeman, H. W. (2004). *Evaluation: A systematic approach*. (7<sup>th</sup> edition). Thousand Oaks, CA: Sage Publications.

Tashakkori & Teddlie (2002). *Mixed methods for the social and behavioral sciences*. Thousand Oaks, CA: Sage Publications.

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). *Handbook of practical program evaluation*. (2<sup>nd</sup> edition). San Francisco, CA: Jossey-Bass.

## Recommended Guidebook for APA Style Formatting

American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> Ed.). Washington, DC: APA.

## Internet Resources on Social Science Research, Evaluation and GIS

- |  |  |
|--|--|
| a) <a href="http://www.sosig.ac.uk">http://www.sosig.ac.uk</a>   | b) <a href="http://www.pscw.uva.nl/sociosite">http://www.pscw.uva.nl/sociosite</a>       |
| c) <a href="http://www.iaswresearch.org">http://www.iaswresearch.org</a>   | d) <a href="http://www.utexas.edu/research/cswr">http://www.utexas.edu/research/cswr</a> |
| e) <a href="http://www.clas.ufl.edu/users/gthursby/socsci">http://www.clas.ufl.edu/users/gthursby/socsci</a>                       | f) <a href="http://www.gis.com">http://www.gis.com</a>                                   |
| g) <a href="http://www.cml.upenn.edu">http://www.cml.upenn.edu</a>   | h) <a href="http://www.gisca.adelaide.edu">http://www.gisca.adelaide.edu</a>             |
| i) <a href="http://www.esri.com/industries/health/index.html">http://www.esri.com/industries/health/index.html</a>                 | j) <a href="http://www.ppgis.net">http://www.ppgis.net</a>                               |
| k) <a href="http://www.qualitative-research.net">http://www.qualitative-research.net</a>   | l) <a href="http://www.parnet.org">http://www.parnet.org</a>                             |
| m) <a href="http://www.eval.org">http://www.eval.org</a>   | n) <a href="http://www.gao.org">http://www.gao.org</a>                                   |
| o) <a href="http://www.elseviersocialsciences.com/evaluation">http://www.elseviersocialsciences.com/evaluation</a>                 | p) <a href="http://www.mathematica-mpr.com">http://www.mathematica-mpr.com</a>           |
| q) <a href="http://www.cgdev.org/section/initiatives/_active/evalgap">http://www.cgdev.org/section/initiatives/_active/evalgap</a> | s) <a href="http://www.mdrc.org">http://www.mdrc.org</a>                                 |
| r) <a href="http://www.rand.org">http://www.rand.org</a>   | u) <a href="http://modelprograms.samhsa.gov">http://modelprograms.samhsa.gov</a>         |
| t) <a href="http://www.urban.org">http://www.urban.org</a>   | w) <a href="http://aspe.hhs.gov/_/index.cfm">http://aspe.hhs.gov/_/index.cfm</a>         |
| v) <a href="http://www.evidencebasedprograms.org">http://www.evidencebasedprograms.org</a>   |  |
| x) <a href="http://www.cachildwelfareclearinghouse.org">http://www.cachildwelfareclearinghouse.org</a>                             |  |

## Recommended Journals

Evaluation Review: A Journal of Applied Social Research  
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

# USC Social Work

## Course Overview

Session	Topic
1	▶ Introduction to the Course and Key Concepts
2	▶ Recap of Research Concepts; Application to Program Evaluation and Macro Practice
3	▶ Evidence Based Practice and Accountability
4	▶ Needs Assessment: Using Available Data on Communities including Population Demographics; Introduction to Mapping and Geographic Information Systems (G.I.S)
5	▶ Process Evaluation
6	▶ Outcome Evaluation Written Assignment - 1 Due!
7	▶ Efficiency Evaluation
8	▶ Mid-Semester Exercise
9	▶ Measurement and Data Collection
10	▶ Making Decisions with Data: Qualitative Data Analysis
11	▶ Making Decisions with Data : Quantitative Data Analysis
12	▶ Geographic Information Systems (GIS) in Evaluation Research
13	▶ Participatory Action Research Evaluation Politics, Ethics and Standards; Culturally Appropriate Evaluations; Using Data Effectively in Multiple Roles
14	▶ Oral Presentation Assignment
15	▶ Wrap-up Oral Presentation Assignment; Written Assignment – 2 Due!

- Disclaimer: Class session topics are likely to be changed at instructor's discretion.

# USC Social Work

## Course Topics and Assignments

### Session 1

**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
- ▶ Performance Management

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

#### Required Readings:

 Review research textbooks as needed.

No required readings

### Session 2

**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:

 Leake, et al. (2007). Evaluating the capacity of faith-based programs in Colorado. *Research on Social Work Practice*, 17, 216-228 DOI: [10.1177/1049731506296408](https://doi.org/10.1177/1049731506296408)

 \*Coulton, C. (2005). The place of community in social work practice research: Conceptual and methodological developments. *Social Work Research*, 29(2), 73-86. DOI:



# USC Social Work





## Session 3

**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 Jr., 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
-  \*Roberts-DeGennaro, M. (2008). Evidence-based (informed) macro practice paradigm: Integration of practice expertise and research. *Journal of Evidence-Based Social Work*, 5(3/4), 407-421. DOI: 10.1080/15433710802083955
-  \*Ohmer, M., L. (2008). Assessing and developing the evidence base of macro practice Interventions with a community and neighborhood focus. *Journal of Evidence-Based Social Work*, 5(3/4), 407-421. DOI: 10.1080/15433710802083955

### Recommended Readings:

-  \* Barth, R. O., Landsverk, J., Chamberlain, P., Reid, J. B., Rolls, J., **Hurlburt, M. S.**, Farmer, E. M. Z., James, S., McCabe, K. M., & Kohl P. L. (2005). Parent-training programs in child welfare services: Planning for a more evidence-based approach to serving biological parents. *Research on Social Work Practice*, 15(5), 353-371. DOI: 10.1177/1049731505276321



# USC Social Work

## Session 4


**Topic:** *Needs Assessment; Using Available Data on Communities including Population Demographics; Introduction to Mapping and Geographic Information Systems (G.I.S)*

- ▶ Needs Assessment; Strengths Assessment
- ▶ Community Resources
- ▶ Population Demographics
- ▶ Geographic Information Systems


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

### Required Readings:

 Grinnell, Gabor and Unrau (2012)  
Chapter Six: Needs Assessments

 \*Barrio, C., Palinkas, L., Yamada, A. M., Fuentes, D., Criado, V., Garcia, P., & Jeste, D. I. (2008). Unmet needs for mental health services for Latino older adults: Perspectives from consumers, family members, advocates and service providers. *Community Mental Health Journal*, 44(1), 57-74. DOI: 10.1007/s10597-007-9112-9

### GIS and Statistical Methods

 \*Guerrero, G. E., Pan, K., Curtis, A., & Lizano, L. E. (2011). Availability of substance abuse treatment in Spanish: A GIS analysis of Latino communities in Los Angeles County, California. *Substance Abuse Treatment, Prevention, and Policy*, 6; 21. DOI: 10.1186/1747-597X-6-21

 \*Hillier, A. (2007). Why social work needs mapping? *Journal of Social Work Education*, 43(2): 205-221. DOI: 10.5175/JSWE.2007.200500524

### In-Class Material:

ESRI Community Analyst Tool  
SAMHDA - N-SSATS Codebook of variables  
[www.census.gov](http://www.census.gov)  
[www.healthycity.org](http://www.healthycity.org)

### Recommended Readings:

 \*Mennen, F. E., & Trickett, P. (2007). Mental health needs of urban children. *Children and Youth Services Review*, 29, 1220-1334. DOI: 10.1016/j.childyouth.2007.05.007

# USC Social Work





## Session 5

### 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. Executive Summary.* Casey Family Programs (Seattle, WA) & LA County Department of Children and Family Services.  
[http://www.casey.org/resources/publications/PIDP/pdf/MidcoursePIDP\\_ES.pdf](http://www.casey.org/resources/publications/PIDP/pdf/MidcoursePIDP_ES.pdf)
-  \*Marsh, J. C., Cao, D., **Guerrero, G. E.**, & Shin, H-C. (2009). Need-service matching in substance abuse treatment: Racial/ethnic differences. *Evaluation and Program Planning*, 32 (1), 43–51. DOI:10.1016/j.evalprogplan.2008.09.003
-  \* Phillips, B., & Schneider, B. (2007). Commonalities and variations in the Cash and Counseling Programs across the three demonstration states. *Health Services Research*, 42(1 & 2), 397-413. DOI:10.1111/j.1475-6773.2006.00677.x

### Recommended Readings:

-  \*Cash, S. J., & Berry, M. (2003). Measuring Service delivery in a Placement Prevention Program: An Application to an Ecological Model. *Administration in Social Work*, 27(3), 65-85. DOI: 10.1300/J147v27n03\_05

# USC Social Work

## Session 6






**Topic:** *Outcome Evaluation*

 **Written Assignment – 1 Due!**



- ▶ 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
-  \* **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. DOI: 10.1080/01488370903333512
-  \***McCroskey, J.** (2007). Using child and family indicators to influence communities and policy in Los Angeles county. *Social indicators research*, 83(1), 125-148. DOI: 10.1007/s11205-006-9065-3

### Recommended Readings:

-  \*Ferguson, K. M. (2007). Implementing a social enterprise intervention with homeless, street-living youths in Los Angeles. *Social Work*, 52(2), 103-112. DOI: 10.1093/sw/52.2.103
-  \*Savaya, R., & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. *Administration in Social Work*, 29(2), 85–103. DOI: 10.1300/J147v29n02\_06

# USC Social Work

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

## Session 7

### 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
- 📖 Lee, S., & Aos, A. (2011). Using cost–benefit analysis to understand the value of social interventions. *Research on Social Work Practice*, 21(6) 682-688. DOI: 10.1177/1049731511410551
- 📖 **McCroskey**, J., Picus, L. O., Yoo, J., Marsenich, L., & Robillard, E. (2004). Show me the money: Estimating public expenditures to improve outcomes for children, families and communities. *Children and Schools*, 26(3), 165–173. Retrieved from <http://cs.oxfordjournals.org/content/26/3/165.full.pdf+html>

### Recommended Readings:

- 📖 Walker, D. G., & Jan, S. (2005). How do we determine whether community health workers are cost-effective? Some core methodological issues. *Journal of Community Health*, 30(3), 221-229.

For next week: Instructor will distribute the readings and the critical questions to be used in evaluating the assessment

## Session 8

### Topic: Implementing Evaluation

**Evaluation critique using the article and questions given last week.**

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

# USC Social Work




## Session 9

### 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
-  \* Ferguson, K., **Soydan, H.**, Lee, S., Yamanaka, A., Freer, A., & Xie, B. (2009). Evaluation of the CSEC Community Intervention Project in Five U.S. Cities. *Evaluation Review*, 33(6), 568-597. DOI: 10.1177/0193841X09346132  
*iew*, 33(6), 568-597. DOI: 10.1177/0193841X09346132

### Recommended Readings:

-  \*Mulroy, E. A., & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. *Social Work*, 49 (4): 573-586. DOI: 10.1093/sw/49.4.573

# USC Social Work






## Session 10

 **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 (2012)  
Chapter Thirteen: Data Sources,  
Sampling and Data Collection
-  \*Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers.  
*Research on Social Work Practice*, 14(1): 57-65. DOI: 10.1177/1049731505276321
-  \*Ferguson, K. M., & Islam, N. (2008). Conceptualizing outcomes with street-living young adults: Grounded theory approach to evaluating the social enterprise intervention.  
*Qualitative Social Work*, 7(2), 217-317. DOI:10.1177/1473325008089631
-  \*Marts, E. J., Lee, E. O., McRoy, R., & McCroskey, J. (2008). Point of engagement: Reducing disproportionality and improving child and family outcomes. *Child welfare*, Special issue on disproportionality, 87(2): 335-358. Retrieved from:  
[http://web.multco.us/sites/default/files/ccfc/documents/point.of\\_.engagement.article.pdf](http://web.multco.us/sites/default/files/ccfc/documents/point.of_.engagement.article.pdf)
-  \*Palinkas, L. A., & Aarons, G.A., Chorpita, B.F., Hoagwood, K., Landsverk, J., Weisz, J. R. (2009). A cultural exchange and the implementation of evidence-based practices: Two case studies. *Research on Social Work Practice*, 19(5), 602-612. DOI: 10.1177/1049731509335529

## Session 11

**Topic:** *Quantitative Data Analysis*

- ▶ Gathering Quantitative Data

# USC Social Work

## Session 9: Quantitative Data

- ▶ Measurement Instruments, Rating Scales and Other Tools
- ▶ Communicating with Graphics

# USC Social Work

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

## Required Readings:

- 📖 Grinnell, Gabor and Unrau (2013)  
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 12

### Topic:

- ▶ *Geographic Information Systems (GIS) in Evaluation Research*

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

## Required Readings:

- 📖 Grinnell, Gabor and Unrau (2013)  
Chapter Four: Ethics  
Chapter 5: Cultural Competence  
Chapter 15: Making Decisions
- 📖 \*Azzam, T., & Robinson, A. (2013). Utilizing the power of geographic information systems to represent evaluation data. *American Journal of Evaluation*, 34(2): 207-224. DOI: 10.1177/1098214012461710
- 📖 \* Gosin, M. N., Dustman, P. A., Drapeau, A. E., & Harthun, M. L. (2003). Participatory action research: Creating an effective prevention curriculum for adolescents in the southwestern US: *Health Education Research*, 18(3), 363–379.
- 📖 \* Fulcher, C. & Kaukinen, C. (2005). Mapping and visualizing the location HIV service providers: An exploratory spatial analysis of Toronto neighborhoods. *AIDS Care*, 17(3), 386-396. DOI: 10.1177/0163278707307909



# USC Social Work

## Recommended Readings:

- 📖 Donald, R. L., Michael, J. H., & Judith, M. D. (2006). Using information technology in planning program evaluation. *Journal of Evidence-Based Social Work*, 3(3 & 4): 73-90. DOI: 10.1080/15433710802083955
- 📖 \* Guerrero, G. E., Kao, D., & Perron, B. (2013). Travel distance to outpatient substance use disorder treatment facilities for Spanish speaking clients. *International Journal of Drug Policy*, 24(1): 38–45. DOI: 10.1016/j.drugpo.2012.04.004

## Session 13

**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:

- 📖 \* Hillier, A. (2007). Why social work needs mapping? *Journal of Social Work Education*, 43(2), 205-221.
- 📖 \* Donald, R. L., Michael, J. H., & Judith, M. D. (2006). Using information technology in planning program evaluation. *Journal of Evidence-Based Social Work*, 3(3/4), 73-90. doi: 10.1080/15433710802083955.
- 📖 \* Hirshorn, B. A., & Stewart, J. E. (2003). Geographic information systems in community-based gerontological research and practice. *The Journal of Applied Gerontology*, 22(2), 134-151.

# USC Social Work

## Recommended Readings:

-  \*Gosin, M. N., Dustman, P. A., Drapeau, A. E., & Harthun, M. L. (2003). Participatory action research: Creating an effective prevention curriculum for adolescents in the southwestern US: *Health Education Research*, 18(3): 363–379. DOI: 10.1093/her/cyf026

## Session 14

### Oral Presentation

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

## Session 15

### Oral Presentation

### Wrap-Up

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

### Written Assignment-2 Due!

\* Indicates that the articles are available through the USC libraries or on the Internet. They are **not available** on ARES.

Author names in **blue font** are those of USC School of Social Work faculty members.

# USC 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 ([xxx@usc.edu](mailto: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.

# USC Social Work

## **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>

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>.

### 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 by the instructor and reported on the official “Incomplete Completion Form.”

# USC Social Work

## **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.

# USC Social Work

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.

# USC Social Work

## 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.