USC | School of Social Work

Social Work 603
VAC

Merging Policy, Planning and Research for Change in Families and Children's Settings

3 Units

2016-17

Instructor:	
E-Mail:	**Course Day:**
Telephone:	**Course Time:**
Office:	**Course Location:**
Office Hours:	

I. COURSE PREREQUISITES

SOWK 534, SOWK 535, and SOWK 562

II. CATALOGUE DESCRIPTION

Development and evaluation of service programs for children and families incorporating social welfare policy, macro practice and research skills.

III. COURSE DESCRIPTION

This course is the capstone experience for the second year student in the Children and Families Concentration offering the student the opportunity to demonstrate a command of social welfare policy, practice and research skills by developing a client-centered grant proposal that responds to an unmet service need or community issue. The student will build on knowledge and skills acquired in the foundation year to cultivate specialized skills in program development, program evaluation, and grant writing pertinent to a wide variety of children and families service systems in richly diverse and complex urban environments..

The course recognizes the broad range of issues involving children and families, while at the same time allowing students flexibility in choosing specific areas of interest and service systems on which to focus their learning experience. Those students specializing in child welfare issues will incorporate their knowledge of the history and philosophy of child welfare practices, their ability to identify and measure outcomes in public child welfare programs into class discussions and course assignments. Those students specializing in social work in educational settings will incorporate their knowledge of the structure and policies of educational institutions, the strengths and limitations of the educational system, critical issues challenging the systems and the role of the social worker in the educational system into class discussions and course assignments. Students focusing on other child and family issues will

incorporate social work knowledge and skills developed in foundational classes and specialized electives into class discussion and course assignments.

IV. COURSE OBJECTIVES

The Merging Policy, Planning and Research for Change in Families and Children's Settings course (SOWK 603) will:

Objective #	Objectives
1	Explain the connection between the policy-making process and program development, implementation, and evaluation, in terms of its influence on family and child service delivery systems in diverse and complex urban settings.
2	Emphasize the critical analysis and application of policy and empirical evidence (e.g., existing agency, community and/or public data, research findings) to the assessment of client/community needs and problem identification, and the development and evaluation of programs for families and children in diverse and complex urban settings.
3	Foster the development of skills in program design to address unmet service needs of families and children, including critically examining the provisions of relevant policies, generating a theory- and evidence-based program approach that fits with the culture and priorities of clients and the mission and capacity of the agency, setting measureable goals and objectives, delineating program methods, planning a project time line, and developing a budget and funding plan.
4	Foster the development of skills in program evaluation to assess effectiveness of programs designed to meet the needs of families and children, including conducting ethical research, translating program goals and objectives into research questions, selecting a suitable research design, recruiting a sample, identifying and/or designing measures, and developing a data analysis plan.
5	Provide instruction in fund development and grant proposal writing to support service programs designed to address the unmet service needs of families and children in diverse and complex urban settings.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Delivery of this course will be learner-centered and progressive; it will value student autonomy, build upon students' experiences and promote discovery and group interaction. Class time will be divided between short, foundational lectures and workgroup activities designed to help students make steady progress on their respective proposals. Four to five students will be grouped together, based on similar areas of interest and/or service settings (e.g., schools, DCFS, homeless services). Workgroup members will have shared responsibility for the completion of weekly group tasks; however, each student retains individual responsibility for completing his/her own proposal. Since workgroup members will have overlapping interests, student proposals may be linked in subject matter, but should clearly reflect a unique programmatic approach to addressing the client problem and unmet service needs. Through task-centered, small group activities, students will gradually assume more independent responsibilities for learning, and the role of the instructor will shift toward that of consultant, facilitator, and resource person.

The online teaching and learning environment provided by the University's Blackboard Academic Suite 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 nine social work core competencies:

	Social Work Core Competencies	SOWK 603	Course Objective
1	**Demonstrate Ethical and Professional Behavior**		
2	**Engage in Diversity and Difference in Practice**	*	**2, 3**
3	**Advance Human Rights and Social, Economic, and Environmental Justice**		
4	**Engage in Practice-informed Research and Research-informed Practice**	*	**2, 3, 4**
5	**Engage in Policy Practice**	*	**1, 2**
6	**Engage with Individuals, Families, Groups, Organizations, and Communities**		
7	**Assess Individuals, Families, Groups, Organizations, and Communities**	*	**2, 3, 4, 5**
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**	*	**2, 3, 4, 5**
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**	*	**4, 5**

* Highlighted in this course

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

Compentency/Knowledge/Value/Skill	Student Learning Outcome	Method of Assessment
Engage in Diversity and Difference in Practice: ▪ Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. ▪ Understand 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. ▪ Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Assignments 1, 2, Class Presentation, Class Participation
	Present themselves as learners and engage clients and constituencies as experts of their own experiences;	
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

Compentency/Knowledge/Value/Skill	Student Learning Outcome	Method of Assessment
Engage In Practice-informed Research and Research-informed Practice: ▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice.	Use practice experience and theory to inform scientific inquiry and research.	Assignment 2, Class Presentation, Class Participation
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Assignments 3, 4 Class Presentation,
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Assignments 2, 3, 4 Class Presentation,

Engage in Policy Practice:	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Assignment 1
• Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. • Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. • Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. • Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. • Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Assess how social welfare and economic policies impact the delivery of and access to social services.	Assignment 1
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Assignments 1, 4 Class Presentation,

Assess Individuals, Families, Groups, Organizations, and Communities:		
- Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. - Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. - Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. - Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. - Understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Assignments 1, 2, 3, 4 Class Presentation,
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Assignment 1, 2 Class Presentation, Class Participation
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Assignment 2 Class Presentation, Class Participation
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Assignment 2 Class Presentation, Class Participation

Intervene with Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Assignment 2 Class Presentation, Class Participation
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Assignment 2 Class Presentation, Class Participation
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Assignment 2 Class Presentation, Class Participation
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. ▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. ▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Select and use appropriate methods for evaluation of outcomes.	Assignments 3, 4 Class Presentation, Class Participation
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Assignments 3, 4 Class Presentation, Class Participation
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	Assignments 3, 4 Class Presentation, Class Participation
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Assignment 4 Class Presentation, Class Participation

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Program Proposal and Evaluation Plan		
Assignment 1: Problem Statement	Unit 4	20%
Assignment 2: Program Description	Unit 8	20%
Assignment 3: Evaluation Design	Unit 12	20%
Assignment 4: Analysis Plan	Finals Week	20%
Class Presentation	Units 13 & 14	10%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Program Proposal and Evaluation Plan

Each student* will identify a problem in functioning and corresponding unmet service needs for clients in his/her field placement agency. He or she then will develop a grant proposal that: 1) Identifies the size, scope, and importance of the problem, the need for additional services, and the agency's capacity to meet those needs; 2) Provides a theory- and research-based explanation of the problem; 3) Critically analyzes relevant policy(ies) that govern the provision of existing services to address the problem; 4) Details a new programmatic response to the problem based on its underlying causes (see #2 above) and the agency's mission; and 5) Outlines an evaluation plan for assessing the impact of the intervention on specified client outcomes. The proposal will be completed in 4 stages across the course of the semester:

Assignment 1: Problem Statement

Students will prepare a paper identifying the agency, the clients served, the problem in client functioning, and corresponding unmet service needs. This paper will include data on the size, scope, and importance of the problem, theory and empirical evidence to help explain why the problem exists, and an analysis of existing policy guiding service provision in this area. Specific guidelines for this assignment will be distributed in class.

Due: Unit 4

This assignment relates to student learning outcomes 2, 4, 5.

Assignment 2: Program Description

To respond to the problem in client functioning identified in Assignment #1, students will propose a multi-service program to respond to the problem by addressing clients' unmet service needs. The program plan will include goals and objectives, program methods, time line, organizational chart, and budget. Specific guidelines will be distributed in class for this assignment.

Due: Unit 8

This assignment relates to student learning outcomes 2, 4, 7, 8

Assignment 3: Evaluation Design

Once the program description is complete, students will develop the evaluation component of the proposal to determine the impact of the program on client outcomes. This paper will include the research questions/hypotheses, design, sampling method and informed consent procedures, measures, and data collection methodology. Specific guidelines will be distributed in class for this assignment.

Due: Unit 12

This assignment relates to student learning outcomes 4, 9

Assignment 4: Analysis Plan & Proposal Completion

Students will finish the evaluation plan by describing their data analysis procedures and identifying the strengths and limitations of their evaluation plan. They also will complete the overall proposal by writing an executive summary and a conclusion. Specific guidelines will be distributed in class for this assignment.

Due: Finals Week

This assignment relates to student learning outcomes 2, 4, 5, 7, 8, 9.

* *Joint Projects*: Students may develop individual proposals or work with a partner on a joint proposal. Joint assignments must be accompanied by a one-page statement detailing each partner's contribution to the assignment. Students working on joint projects will earn the same *content grade*; however, their *individual contributions* to the work will count separately toward each assignment grade. At the end of the semester, each partner also will evaluate the other's overall performance, which will be part of their respective class participation grades.

Please Note: All written assignments will be graded not only on content, but also on professional presentation, adherence to the guidelines, grammar, spelling, mechanics, and APA format.

Class Presentation

Each student will prepare a PowerPoint presentation of his or her program proposal and evaluation plan to the class. The presentation should highlight the problem, the program, the underlying theory(ies) and evidence-base that support the proposed plan of action, the specifics of the evaluation plan to determine program effectiveness, and a critical assessment of the plan's strengths and weaknesses. The grade will be a combination of peer review and instructor assessment. Specific guidelines will be distributed in class for this assignment.

Due: Unit 13 and Unit 14

This assignment relates to student learning outcomes 2, 4, 5, 7, 8, 9

Class Participation (10% of Course Grade)

Student participation is worth 10% of the grade. Five percent will be determined based upon performance in the workgroup (e.g., completing weekly workgroup tasks, offering constructive feedback, resource sharing). The other 5% will be based on a combination of adequate preparation for class, active engagement in all class activities, timely submission of assignments, and personal conduct which fosters a respectful, collegial, and supportive learning environment.

Class grades will be based on the following:

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

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

A grade of B+ is given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

A grade of B is given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

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

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

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

This course requires one text not previously used in the graduate program and one course reader. Additionally, to address the breadth of content covered in this course and promote integration of knowledge gained from courses completed during graduate school, this course recommends the use of texts that have been used in previous courses, and other resources, as identified below.

Required Textbooks

Dudley, J. R. (2014). *Social work evaluation: Enhancing what we do* (2nd ed.). Chicago, IL: Lyceum Books.

Required non-text readings are available through the University's online reserves system, ARES. ARES can be accessed with a USC email and password at the following URL: https://usc.ares.atlas-sys.com/. Please search under SOWK 603 or by the Lead Instructor's name, Dr. Tyan Parker Dominguez.

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

Recommended Textbooks

SOWK 562—Research:

Engel, R. J., & Schutt, R. K. (2009). *Fundamentals of social work research*. Thousand Oaks, CA: Sage.

SW 534—Policy and Practice in Social Service Organizations:

Karger, J. J., & Stoesz, D. (2008). *American social welfare policy: A pluralist approach* (4th ed.). Boston MA: Allyn & Bacon.

Netting, F. L., Kettner, P. M., & McCurtry, S. (2006). *Social work macro practice* (5th ed.). New York, NY: Longman.

SW 614—Social Work in Educational Settings:

Allen-Meares, P. (2006). *Social work services in schools* (5th ed.). Boston, MA: Allyn & Bacon.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook.* New York, NY: Oxford University Press.

SW 619—Controversial Issues in Public Child Welfare:

Mather, J., Lager, P. B., & Harris, H. J. (2007). *Child welfare: Policies and best practices*. Belmont, CA: Thompson Brook/Cole.

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

Center for Non-profit Management: http://www.cnmsocal.org/

The Annie E. Casey Foundation: http://www.aecf.org/

Healthy City: http://www.healthycity.org/

The Foundation Center: **http://www.foundationcenter.org**

On Reserve

Non-text readings will be available electronically through the University's digital reserve system, ARES: https://usc.ares.atlas-sys.com/

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

Course Overview

Unit	Topics	Assignments
Part 1: Needs Assessment And Problem Identification		
1	🔶 Introduction: Merging Policy, Planning and Research for Change in Family and Children Services	
2	🔶 Developing the Problem Statement: Needs Assessment and Problem Identification in Diverse Populations	
Part 2: Program Planning		
3	🔶 Developing Goals and Objectives	
4	🔶 Designing Programs to Meet the Needs of Diverse Client Populations	Assignment #1 Due
4	🔶 Specifying Program Methods and a Feasible Time Line	
6	🔶 Developing Budgets and a Funding Strategy	
7	🔶 Instructor Meetings with Work Groups to Assist with Program Plan	
Part 3: Program Evaluation		
8	🔶 Reviewing Research Concepts in the Context of Program Evaluation	Assignment #2 Due
9	🔶 Designing Formative and Summative Evaluations	
10	🔶 Measuring Outcomes in Children & Families Services	
11	🔶 Instructor Meetings with Work Groups to Assist with Evaluation Plan	
12	🔶 Developing a Data Analysis Plan	Assignment #3 Due
13	🔶 Class Presentations: Program Proposal & Analysis Plan	Class Presentations
14	🔶 Class Presentations: Program Proposal & Analysis Plan	Class Presentations
15	🔶 Putting It All Together	
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS / ASSIGNMENTS		
ASSIGNMENT #4 DUE DURING FINALS WEEK; SPECIFIC DATE/TIME TBA		

Course Schedule—Detailed Description
Part 1: Needs Assessment And Problem Identification

Unit 1:	Introduction: Merging Policy, Planning and Research For Change in Children and Family Services

Topics

- Welcome and introductions
- Course overview
- The connection among policy, practice, and research

This Unit relates to course objectives 1 and 2.

Required Readings

Henggeler, S.W., & Schoenwald, S.K. (2011). Evidence-based interventions for juvenile offenders and juvenile justice policies that support them. *Social Policy Report, 25*(1), 1-20.

Maton, K.I., & Bishop-Josef, S.J. (2006). Psychological research, practice, and social policy: Potential pathways of influence. *Professional Psychology: Research and Practice, 37(2),* 140-145*.*

Pearlmutter, S. (2002). Listening to clients: A research strategy for influencing social policy. *The Social Policy Journal, 1*(14), 43-61.

Unit 2:	Developing the Problem Statement: Needs Assessment and Problem Identification in Diverse Populations

Topics

- Needs assessment
- Problem identification
- Explanatory theory
- Diversity-related considerations

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

Required Readings

Carlson, M. (2002). Introduction: An overview of the grant-seeking process. In *Winning grants step by step* (2nd ed., pp. 1-6). New York, NY: Jossey-Bass.

Dudley, J. R. (2014). Needs assessments. In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 109-142). Chicago, IL: Lyceum Books.

Harris, M.B. & Franklin, C.G. (2003). Effects of a cognitive-behavioral, school-based, group intervention with Mexican American pregnant and parenting adolescents. *Social Work Research, 27,* 71-83.

Schoenwald, S. K., Borduin, C. M., & Henggeler, S. W. (1998). Multisystemic therapy: Changing the natural and service ecologies of adolescents and families. In M. Epstein, K. Kutash, & A. Duchnowski (Eds.), *Outcomes for children and youth with behavioral and emotional disorders and their families: Programs and evaluations best practices* (pp. 485-511). Austin, TX: Pro-Ed.

Recommended Readings

Netting, F. L., Kettner, P. M., & McCurtry, S. (2004). Understanding problems and opportunities. In *Social work macro practice* (3rd ed., pp. 82-100). New York, NY: Longman.

Part 2: Program Planning

Unit 3: Developing Goals and Objectives

Topics

- Establishing program goals
- Creating specific, measureable objectives
- Diversity-related considerations

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

Required Readings

Dudley, J. R. (2014). Crafting goals and objectives. In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 144-164). Chicago, IL: Lyceum Books.

Solomon, B. (2002). Accountability in public child welfare: Linking program theory, program specification and program evaluation. *Children and Youth Services Review, 24*(6/7), 385-407.

Unit 4: Designing Programs to Meet the Needs of Diverse Client Populations

Topics

- Agency mission and strategic goals
- Programs versus services
- Program theory and evidence-based practice
- Diversity-related considerations

This Unit relates to course objectives 1-3 and 5.

ASSIGNMENT 1 IS DUE

Required Readings

Boyd-Franklin, N. (2003). Major family therapy approaches and their relevance to treating African Americans. In *Black families in therapy: Understanding the African American experience* (2nd ed., pp. 204-225). New York: Guilford Press.

Guion, L. A., Chattaraj, S., & Sullivan-Lytle, S. (2005). Framework for culturally proactive programs. *Journal of Family and Consumer Sciences, 97*(1), 76-83.

Rapp, C. A., & Poertner, J. (1992). Social program design. In *Social administration: A client-centered approach* (pp. 29-69). New York, NY: Longman.

Recommended Readings

Boyd-Franklin, N. (2003). The multi-systems model. In *Black families in therapy: Understanding the African American experience* (2nd ed., pp. 226-249). New York: Guilford Press.

Netting, F. L., Kettner, P. M., & McCurtry, S. (2004). Planning, implementing, monitoring, and evaluating the intervention. In *Social work macro practice* (3rd ed., pp. 368-405). New York, NY: Longman.

Unit 5: Specifying Program Methods and a Feasible Time Line

Topics

- Evidence-based practice
- Innovation and adaptation
- Program methods and timeline
- Diversity-related considerations

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

Required Readings

Herman-Smith, R., & Dudley, J. R. (2014). Improving how programs and practice work. In Dudley, J.R. *Social work evaluation: Enhancing what we do* (2nd ed., pp. 167-207). Chicago, IL: Lyceum Books.

Rapp, C. A., & Poertner, J. (1992). Social program design. In *Social administration: A client-centered approach* (pp. 29-69). New York, NY: Longman.

Briere, J., & Lanktree, C.B. (2008). *Integrative treatment for complex trauma in adolescents (ITCT-A): A guide for the treatment of multiply traumatized youth.* Long Beach, CA: MCAVIC-USC Child and Adolescent Trauma Program, National Child Traumatic Stress Network, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. Available free from: http://www.cblanktree.com or http://www.johnbriere.com

Recommended Readings

Netting, F. L., Kettner, P. M., & McCurtry, S. (2004). Planning, implementing, monitoring, and evaluating the intervention. In *Social work macro practice* (3rd ed., pp. 368-405). New York, NY: Longman.

Unit 6: Developing Budgets and a Funding Strategy

Topics

- Budgeting
- Fund acquisition

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

Required Readings

Carlson, M. (2002). Step 2: Developing relationships with funders. In *Winning grants step by step* (2nd ed., pp. 12-18). New York, NY: Jossey-Bass.

Carlson, M. (2002). Step 8: Preparing the program budget. In *Winning grants step by step* (2nd ed., pp. 53-61). New York, NY: Jossey-Bass.

Rapp, C. A., & Poertner, J. (1992). Resource management. In *Social administration*: *A client-centered approach* (pp. 197-243). New York, NY: Longman.

Unit 7: Instructor Meetings with Work Groups to Assist with Program Plan

Topics

- Group consultation appointments for program plans (Assignment 2)

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

Part 3: Program Evaluation

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Unit 8: **Reviewing Research Concepts in the Context of Program Evaluation**

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Topics

🟫 Review of major research concepts

🟫 Process and outcome evaluation

This Unit relates to course objectives 2, 3, and 4.

ASSIGNMENT 2 IS DUE

Required Readings

Dudley, J. R. (2014). Evaluation and social work: Making the connection. In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 3-26). Chicago, IL: Lyceum Books, Inc.

Dudley, J. R. (2014). The role of ethics in evaluations. In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 51-70). Chicago, IL: Lyceum Books, Inc.

Recommended Readings

Either **one** of the following:

Monette, S., & DeJong, M. (2005). *Applied social research: Tool for the human services* (5th ed.). Orlando, FL: Harcourt.
(Instructor Note: Chapter 2 through Chapter 6.)

Rubin, A., & Babbie, E. (2005). *Research methods for social work* (5th ed.). Pacific Grove, CA: Brooks/Cole.
(Instructor Note: Chapters 3-6 and Chapter 8.)

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Unit 9: **Designing Process and Outcome Evaluations**

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Topics

🟫 Process and outcome evaluation

🟫 Research design

🟫 Sampling

🟫 Protection of human subjects

🟫 Diversity-related considerations

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

Required Readings

Dudley, J. R. (2014). The context for an evaluation. In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 29-49). Chicago, IL: Lyceum Books, Inc.

Dudley, J. R. (2014). Focusing an evaluation. In *Social work evaluation: Enhancing what we do* (pp. 90-105). Chicago, IL: Lyceum Books, Inc.

Dudley, J. R. (2014). Is the intervention effective? In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 213-250). Chicago, IL: Lyceum Books, Inc.

Heinz, H. J., & Hernandez Jozefowicz-Simbeni, D. M. (2009). Intervention for homeless and at-risk youth: Assessing youth and staff perspectives on service provision satisfaction and quality. *Vulnerable Children and Youth Studies, 4*(3), 210-225.

Unit 10:   Measuring Outcomes in Children & Families Services

Topics

- Nominal and operational definitions
- Objective versus subjective data sources
- Reliability and validity
- Measurement bias
- Diversity-related considerations

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

Required Readings

Briere, J.N. & Lanktree, C.B. (2011). ITCT-A treatment outcome results. In *Treating complex trauma in adolescents and young adults* (pp. 171-176). Thousand Oaks, CA: Sage Publications, Inc.

Dudley, J. R. (2014). Is the intervention effective? In *Social work evaluation: Enhancing what we do* (2nd ed) (Instructor note: please review pp. 213-221). Chicago, IL: Lyceum Books, Inc.

Royse, D., Thyer, B. A., Padgett, D. K., & Loga, T. (2006). Illustrations of instruments. In *Program evaluation: An introduction* (pp. 301-316). Belmont, CA. Thomson Brooks-Cole.

Royse, D., Thyer, B. A., Padgett, D. K., & Loga, T. (2006). Measurement tools and strategies. In *Program evaluation: An introduction* (pp. 271-300). Belmont, CA. Thomson Brooks-Cole.

Unit 11:   Instructor Meetings with Work Groups to Assist with Evaluation Plan

Topics

- Group consultation appointments for evaluation plans (Assignment 3)

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

Unit 12:   Developing a Data Analysis Plan

Topics

- The evaluation process
- Preparing the data
- Analyzing the data
- Drawing conclusions based on the data

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

ASSIGNMENT 3 IS DUE

Required Readings

Borduin, C. M., Schaeffer, C.M., Heiblum, N.& (2009). A randomized clinical trial of multisystemic therapy with juvenile sexual offenders: Effects on youth social ecology and criminal activity. *Journal of Consulting and Clinical Psychology*, *77*(1), 26-37.

Shears, J., & Dudley, J. R. (2014). Analyzing evaluation data. In Dudley, J. R. *Social work evaluation: Enhancing what we do* (2nd ed., pp. 255-275). Chicago, IL: Lyceum Books, Inc.

Unit 13:   Class Presentations: Program Proposal and Evaluation Plan

Topics

■ Individual student presentations to describe and critically assess program and evaluation proposal

This Unit relates to course objectives 1-5.

Unit 14:   Class Presentations: Program Proposal and Evaluation Plan

Topics

■ Individual student presentations to describe and critically assess program and evaluation proposal

This Unit relates to course objectives 1-5.

Unit 15:   Putting It All Together

Topics

■ Reviewing the fund acquisition process
■ Reviewing major components of the project proposal
■ Tips and proposal checklist
■ Course evaluations

This Unit relates to course objectives 1-5.

Required Readings

Brun, C. F. (2005). Reporting evaluation decisions: Coming full circle. In *A practical guide to social service evaluation* (pp. 186-205). Chicago, IL. Lyceum Books.

Dudley, J. R. (2014). Preparing and disseminating a report of findings. In *Social work evaluation: Enhancing what we do* (2nd ed., pp. 277-292). Chicago, IL: Lyceum Books, Inc.

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (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.

X. ACADEMIC CONDUCT

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

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

XI. SUPPORT SYSTEMS

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

XII. 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."

XIII. POLICY ON LATE OR MAKE-UP WORK

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

XIV. 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.

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

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

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

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

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

XVI. 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.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

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

Don't procrastinate or postpone working on assignments.