

Social Work 629

Research and Evaluation for Community, Organization, & Business Environments

3 Units

Instructor:

E-Mail:

Telephone:

Office:

Office Hours:

Course Day:

Course Time:

Course Location:

I. COURSE PREREQUISITES:

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

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

The course is designed to provide students with the skills necessary to critically analyze and apply research methods to conduct case-and program-level evaluations within community, organization, and business environments. Students will develop skills in 1) defining and describing the evaluation process, 2) collecting and analyzing various types of data (e.g., empirical data, databases, technical reports); 3) identifying and utilizing research methodology-type tools; and 4) making data inform decisions that shape social work practice.

IV. COURSE OBJECTIVES

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

Objective #	Objectives
1	Create a learning environment that provides opportunities to increase awareness of how scientific research and social work practice are interdependent and serve as a basis for enhancing students' professional identity as social workers.
2	Provide instruction in developing social work practice, basic research methods and data analysis in order to prepare students to conduct an organization data analysis, needs assessment, and program evaluation.
3	Prepare students to critically assess the quality and utility of evidenced-based practices.
4	Emphasize the utilization of publicly available databases so that students are able to access basic research evidence to inform practice-based questions and communicate this information to organizational leaders and key stakeholders.
5	Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand how the value base of the profession and its ethical standards, as well as relevant policies and regulations, may impact practice in community, organization, and business environments. Social workers apply their understanding of ethical decision-making and principles of critical thinking to workplace, community and organizational settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences, affective reactions, and biases influence their professional judgment and behavior. Social workers understand social work roles and the roles of other professionals involved in community, organizational, and business environments. Social workers use collaboration and advocacy skills to have a positive impact in a variety of contexts.</p> <p>Social workers recognize the</p>	<p>1. Create a learning environment that provides opportunities to increase awareness of how scientific research and social work practice are interdependent and serve as a basis for enhancing students' professional identity as social workers.</p> <p>2. Provide instruction in the practices of professional social work, basic research methods and data analysis in order to prepare students to conduct an organization data analysis, needs assessment, and program evaluation.</p>	<p>1a. Understand ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 1: Research & Evaluation for Social Workers</p> <p>Unit 2: Building on the Science of Social Work Research</p> <p>Assignments 1: Analysis of Evaluation Study</p> <p>Assignment 2: Organizational Data Analysis</p> <p>Assignment 3: Process or Outcome Evaluation Plan</p>

<p>importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in communities, organizations, and business environments. Social workers understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.</p>				
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Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to identity formation across one's life span and in a variety of settings. 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 perspectives, immigration status, marital status, political ideology,</p>	<p>5. Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as</p>	<p>2a. Understand the importance of diversity and difference in shaping one's own and others' life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 5: Trends and Innovations in Data Driven Decision Making Assignment 2: Organizational Data Analysis</p>

<p>race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect community and organizational culture and well-being. Social workers recognize the extent to which social structures, values and cultural systems, including those within communities, organizations, and businesses, may oppress, marginalize, alienate, exclude, or create or enhance privilege and power in arenas of intervention.</p>	<p>ethical and political considerations of how research evidence is developed and may affect decision-making.</p>			
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Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement</p>	<p>3. Prepare students to critically assess the quality and utility of evidenced-based</p>	<p>6b. Use reflection to enhance the use of</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 3: Types of Evaluations Unit 6: Obtaining</p>

<p>is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.</p>	<p>practices.</p>	<p>interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.</p>		<p>New Data: Survey Development</p> <p>Assignment 3. Process or Outcome Evaluation Plan</p>
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Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.</p>	<p>3. Prepare students to critically assess the quality and utility of evidenced-based practices. 4. Emphasize the utilization of publicly available databases so that students are able to access basic research evidence to inform practice-based questions and communicate this information to organizational leaders and key stakeholders 5. Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the</p>	<p>7b. Based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.</p>	<p>Skills</p>	<p>Unit 11: Using Data for Capacity Building Needs and Services Unit 12: Knowledge Transfer in Social Work Assignment 3: Process or Outcome Evaluation Plan</p>

	<p>identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making.</p>			
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Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations</p>	<p>3. Prepare students to critically assess the quality and utility of evidenced-based practices.</p> <p>4. Emphasize the utilization of publicly available databases so that students are able to access basic research</p>	<p>9a. Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 9: Designing a Process Evaluation Plan</p> <p>Unit 10: Designing an Outcome Evaluation Plan</p> <p>Units 14 &15: Workgroup Presentations</p>

<p>locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.</p>	<p>evidence to inform practice-based questions and communicate this information to organizational leaders and key stakeholders</p> <p>5. Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making</p>			<p>Assignment 3: Workgroup & Agency Presentations</p>
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% Of Final Grade
Assignment 1: Analysis of An Evaluation Study	Unit 4	20%
Assignment 2: Organizational Data Analysis	Unit 8	20%
Assignment 3: Outcome Evaluation	Unit 14	30%
Assignment 4: Workgroup Presentations	Units 14 & 15	20%
Meaningful Class Participation	Ongoing	10%

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

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

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

For the assignment, answer the following questions:

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

Due: Week 4

More details will be provided in a separate document.

Assignments 2-4 described below will be based on a semester-long, group project. Each workgroup will: 1) have no more than 4 students that focus on the organizational context, and 2) be partnered with a partner agency/field placement site.

To complete complete assignments, a partner organization (PO) will be selected from a field placement site. Students and the liaison will receive detailed guidelines for each assignment.

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

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

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

More details will be provided in a separate document.

Due: Week 8

Assignment 3: Outcome Evaluation and Executive Summary (30% of Course Grade)

Building upon the previous two assignments, each team will prepare an Outcome Evaluation and Executive Summary that systematically describes the process for collecting useful, valuable, and reliable data about a program/intervention and its outcomes. The comprehensive evaluation includes: 1) specifying the program objectives, 2) measuring program objectives, 3) designing a monitoring system, 4) analyzing and displaying data, 5) developing a feedback system for stakeholders, and 6) disseminating and communicating results which includes recommendations that addresses capacity building and sustainability. Details on this assignment will be provided in class.

Note: A process evaluation plan can be substituted for this assignment depending on the needs of the partner organization.

Due: Week 14

Assignment 4: Workgroup Presentation (20% of Course Grade)

Students will be asked to present the results from the program evaluation (including data collection efforts, findings, and recommendations) and organizational assessment (from SOWK 648) to the partner organization/field placement site. The audience for the presentation will be decided by the partner organization/field placement site and may include but are not limited to: Administrators, Board of Directors, Managers, Program Coordinators, and/or Community Members. Presentations will be evaluated on level of professionalism, clarity, impact, and insights.

Due: Week 14 & 15.

Meaningful Class Participation (10% of Course Grade)

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

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

Class grades will be based on the following:

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

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

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a

complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

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

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

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

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

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

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

This course requires two text to address the breadth of content covered and promotes the integration of knowledge gained from courses completed during graduate training. This course also recommends the use of texts that have been used in previous courses.

Required Textbooks

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

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

Note: Additional readings for weekly class sessions are available on ARES (<http://usc.ares.atlas-sys.com>) or will be distributed by the instructor. The readings for this class are listed under the course lead instructor's name: *Renee Smith-Maddox*

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

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

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

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

MangoMap: <https://mangomap.com>

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

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

Purdue Owl: APA and Formatting Style Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

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

The Elements of Style: <http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism: http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Course Overview

Unit	Topics	Assignments
MODULE 1: THE INTERSECTION OF EVALUATION AND RESEARCH METHODS		
1	Research & Evaluation for Social Workers <ul style="list-style-type: none"> • Welcome and introductions • Course overview and review of syllabus • Social work perspective on research & evaluation 	
2	Building on the Science of Social Work Research <ul style="list-style-type: none"> • Scientific Inquiry: purpose of research • Research Methods 101 • The Evaluation Process • Evidence-Based Practice (EBP) 	
3	Types of Evaluations <ul style="list-style-type: none"> • Needs Assessments • Process (formative) evaluation • Outcome (summative) evaluation • Efficiency Evaluation 	
MODULE 2: PREPARING FOR EVALUTION		
4	Evaluation Toolkit <ul style="list-style-type: none"> • Logic Model • SMART Goals • Goals, Indicators, & Outcomes • Evaluation Designs • Theory of Change 	ASSIGNMENT 1 DUE
MODULE 3: THE ROLE OF DATA		
5	Trends and Innovations in Data Driven Decision Making The ways community based organizations and businesses use data <ul style="list-style-type: none"> • Applying research evidence in social work practice • BIG Data • The person-in-environment perspective • The program-in-environment perspective 	

Unit	Topics	Assignments
6	Obtaining New Data: Survey Development <ul style="list-style-type: none"> • What is a survey? • How are surveys delivered? (online, in-person, via phone, via mail, etc) • How to build a survey? • How to analyze survey data? 	
7	Making Decisions with Data –PART I <ul style="list-style-type: none"> • Data Information Systems • Managing Data 	
8	Making Decisions with Data –PART II <ul style="list-style-type: none"> • Making Case-Level Decisions • Making Program-Level Decisions • Outcome Data and Program-Level Decision Making • Benchmarks 	ASSIGNMENT 2 DUE
MODULE 4: DESIGNING & IMPELEMENTING AN EVALUATION		
9	Designing a Process Evaluation Plan <ul style="list-style-type: none"> • Deciding What Questions to Ask • Developing Data Collection Instruments • Developing a Data Collection Monitoring System • Scoring and Analyzing Data • Developing a Feedback System • Disseminating and Communicating Results 	
10	Designing an Outcome Evaluation Plan <ul style="list-style-type: none"> • Specifying Program Objectives • Measuring Program Objectives • Designing a Monitoring System • Analyzing & Displaying Data • Developing a Feedback System • Disseminating and Communicating Results 	
11	Using Data for Capacity Building Needs and Services <ul style="list-style-type: none"> • Identifying key findings and lessons learned • Identifying and addressing evaluation obstacles and limitations • Data Informed Decision Making for Social Work Practice 	
12	Knowledge Transfer in Social Work <ul style="list-style-type: none"> • Bridging the gap between research and practice • Knowledge transfer in social work 	

Unit	Topics	Assignments
13	Developing an Effective Evaluation Report & Team Consultation Sessions	
14	Workgroup Presentations	ASSIGNMENT 3 DUE
15	Workgroup Presentations and Course Evaluation	

629 Course Schedule—Detailed Description

Module 1: THE VALUE OF EVALUATION AND RESEARCH

Unit 1: Research & Evaluation for Social Workers

Topics

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

Required Readings

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

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

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

Unit 2: Building on the Science of Social Work

Topics

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

Required Readings

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

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

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

EXPLORE:

Web Center for Social Research Methods:

<http://www.socialresearchmethods.net/kb/contents.php>

The California Evidence-Based Clearinghouse for Child Welfare (CEBC):

<http://www.cebc4cw.org/>

Unit 3: Types of Evaluations

Topics

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

Required Readings

Grinnell Jr., Gabor and Unrau (2012).

Chapter 6: Needs Assessment, pp. 118-141

Chapter 7: Process Evaluation, pp.143-167

Chapter 8: Outcome Evaluation, pp.169-184

Chapter 9: Efficiency Evaluation, pp. 185-201

Recommended Readings

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

Module 2: Preparing for Program Evaluation

Unit 4: Evaluation Toolkit

ASSIGNMENT 1 DUE

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

Required Reading:

Grinnell, Gabor and Unrau (2012)

Chapter 3: Logic Models, pp. 70-72

Chapter 8: Measuring Program Objectives, pp. 175-77

Chapter 11: Measurement, pp. 232-252

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

Module 3: The Role of Data

Unit 5: Trends and Innovations in Research

Topics

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

Required Readings

Desouza, K.C. & Smith, K. (Summer 2014). Big data for social innovation. Stanford Social Innovation Review, 39-43. Leland Stanford University Jr. University.

Getz, L. (March/April 2014). Big data's impact on social services. Social Work Today, 14, 2, 28.

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

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

WATCH:

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

The Big Data Phenomenon: http://www.goldmansachs.com/our-thinking/trends-in-our-business/big-data.html?cid=PS_02_91_07_00_00_00_01

Philip Evans: How data will transform business:
http://www.ted.com/talks/philip_evans_how_data_will_transform_business/transcript?language=en

EXPLORE:

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

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

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

Unit 6: Data Collection

Topics

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

Required Reading:

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

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

EXPLORE:

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

Unit 7: Making Decisions with Data – PART I

- Managing Data
- Data Information Systems

Required Readings

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

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

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

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

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

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

MangoMap: <https://mangomap.com>

Unit 8: Making Decisions with Data –PART II

Topics

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

Required Readings:

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

Recommended Readings:

Harrison, L., & Austin, M. (2010). Transforming Data Into Action: The Sonoma County
Human Services Department.

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

Module 4: Designing & Implementing A Program Evaluation

Unit 9: Designing A Process Evaluation Plan

Topics

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

Required Readings

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

Recommended Reading

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

Unit 10: Designing An Outcome Evaluation Plan

Topics

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

Required Readings:

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

Recommended Readings:

Guerrero, G. E., Cepeda, A., Duan, L., & Kim, T. (2013). Substance abuse treatment completion among Latino groups in L.A. County from 2006 to 2009. *Addictive Behaviors*.

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

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

Unit 11: Using Data for Capacity-Building Needs and Services

Topics

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

Required Readings

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

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

Recommended Reading:

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

Unit 12: Knowledge Transfer in Social Work

Topics

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

Required Readings

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

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

EXPLORE:

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

Unit 13: Developing an Effective Evaluation Report & Team Consultation Sessions

Developing an Effective Evaluation Report: Setting the course for effective program evaluation. Centers for Disease Control and Prevention's (CDC's) Office on

smoking and Health (OSH) and Division of Nutrition, Physical Activity, and Obesity (DNPAO), and ICF International, pp 1-39.

Unit 14: Workgroup Presentations

**ASSIGNMENT #3
DUE**

Topics

- In-class presentations

Unit 15: Workgroup Presentations & Course Evaluations

Topics

- Presentations to partner organization

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 of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC CONDUCT

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

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

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

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

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

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B		
SWC	Lot B		
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be initiated by the student and agreed upon by the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

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

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [<http://www.socialworkers.org/pubs/Code/code.asp>]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact Renee Smith-Maddox, course lead and COBI vice chair of curriculum, at smithmad@usc.edu or Leslie Wind, Chair, MSW Program and Associate Dean of Learning Excellence at wind@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor. If you are a VAC student, contact June Wiley, Director of the Virtual Academic Center, at june.wiley@usc.edu for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.
