

Social Work 629

Research and Evaluation for Social Change and Innovation

3 Units

Spring 2018 Syllabus

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Telephone:	510-384-0997	Course Location:	Virtual
Office:	In the Clouds/Virtual		
Office Hours:	By appointment 7 days a week		

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 evidence to inform and enhance social work practice within community, organization and business environments. Specifically, students will develop skills in: 1) collecting data to not only determine if something worked, but more importantly, know what works, for whom, and under what conditions; 2) systematically analyzing various types of data (e.g., empirical data, databases, technical reports) to conduct rigorous program evaluations; 3) identifying and utilizing research based assessments; and 4) developing evidence to inform decision-making and enhance the impact of social work practice.

IV. COURSE OBJECTIVES

The Research and Evaluation for Social Change and Innovation 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 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.
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. 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</p> <p>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 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>	<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: Needs Assessment</p> <p>Assignment 2: Organizational Data Analysis</p> <p>Assignment 3: Process or Outcome Evaluation</p>

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, 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>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>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 4: Trends and Innovations and Innovations in Data Driven Decision Making</p> <p>Assignment 2: Organizational Data Analysis</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement 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>3. Prepare students to critically assess the quality and utility of evidenced-based practices.</p>	<p>6b. Use reflection to enhance the use of interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 5: Doing Evaluations Unit 6: Obtaining New Data: Survey Development Assignment 3. Process or Outcome Evaluation</p>

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 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>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 Unit 12: Knowledge Transfer in Social Work Assignment 3: Process or Outcome Evaluation</p>

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 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>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 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>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: Presentations</p> <p>Assignment 3: Team & Agency Presentations</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

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

Assignments 2-4 described below will be based on a semester-long, group project. Each consultant team will: 1) have no more than 4 students that focus on the organizational context, and 2) be partnered with the same collaborating agency assigned in SOWK 648.

Collaborating agencies will submit a Request for Proposals (RFP) and go through a selection process prior to the Spring Semester. Agencies will have a clear understanding of course requirements and deliverables. Students and agencies will receive detailed guidelines for each assignment.

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: Unit 4

More details will be provided in a separate document.

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: Unit 8

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

Building upon the previous two assignments, each team will prepare a process or outcome evaluation that examines how a program delivers services, and what administrative mechanisms exist within the program and agency that support the services it offers. Each team is required to complete a summary report of their evaluation. This comprehensive final paper will include: 1) developing questions for the evaluation; 2) developing data collecting instruments; 3) developing a data collection monitoring system; 4) scoring and analyzing data and 5) developing a feedback system disseminating and communicating results. This final report should also discuss the implications of the findings for the agency/program. Recommendations to the agency should also include a program innovation component with high potential to enhance, support and sustain the evaluated program. Details on this assignment will be provided in class

Due: Unit 14

Assignment 4: In-class and Agency Presentation (20% of Course Grade)

Students will be asked to present their process evaluation findings, organizational assessment, and implementation plan to their partner agency. The audience for the presentation will be decided by the partner agency and may include (but are not limited to): Agency Administration, Board of Directors, Constituency, Stakeholders, and/or Community Members. Presentations will be evaluated on level of professionalism, clarity, impact, and insights.

Due: Presentations are expected to be completed by Unit 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 in this course and promote integration of knowledge gained from courses completed during graduate school. This course also recommends the use of texts that have been used in previous courses, and other resources, as identified below.

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 may be assigned by the instructor throughout the course.

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>

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

The Elements of Style
<http://www.bartleby.com/141/>
(Instructor Note: A rule book for writing.)

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

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

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	Doing/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 Models • 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 <ul style="list-style-type: none"> ▪ BIG Data ▪ The person-in-environment perspective ▪ The program-in-environment perspective 	

Unit	Topics	Assignments
6	The Data Collection Process: Measuring Instruments 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	In-class Presentations	ASSIGNMENT 3 DUE
15	Agency 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)

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

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: Doing Evaluations

Topics

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

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

Required Readings

Grinnell Jr., Gabor and Unrau (2012).
Chapter 6: Needs Assessment pp 118-141
Chapter 7: Process Evaluation pp143-167
Chapter 8: Outcome Evaluation pp169-184
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 Models
- **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-bound (SMART) Goals
- Logic Models
- 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 Models 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

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>

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: The Data Collection Process: Measuring Instruments

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.
<http://mackcenter.berkeley.edu/assets/files/articles/9.%20KSS%20Sonoma%20Case%20Final%20Sept%2008.pdf>

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

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

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*. 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.

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 Sustainability

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.

View:

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

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: Team Presentations

**ASSIGNMENT #3
DUE**

Topics

- In-class presentations

Unit 15: Agency Presentations & Course Evaluations

Topics

- Presentations to partner organizations

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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 - 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance - (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

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 by 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.
