USC Suzanne Dworak-Peck
School of Social Work

Social Work 629

Research and Evaluation for Social Change and Innovation

3 Units

Spring 2018 Syllabus

Instructor:	**R. Bong Vergara**	**Section #:**	**60975**
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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
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. For the majority of the assignments, 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 by the instructor; the format of these peer evaluations are 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.

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. All assignments should be posted to the Blackboard LMS.

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

See https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx for additional details about the CSWE Comptencies. The following tables shows the detailed 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 and assessments related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
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.	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 orgainzational 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.	**7b.** Based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.	Skills	**Unit 3:** Types of Evaluations **Unit 6:** Data Collection Processes **Unit 11:** Using Data for Capacity Building **Unit 12:** Knowledge Transfer in Social Work **Assignment 3:** Process or Outcome Evaluation

Competency	Objectives	Behaviors	Dimensions	Content
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.	**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 orgainzational 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.	**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. 9b. Critically analyze, monitor, and evaluate evidence-based interventions to improve policy, practice, and delivery systems.	Cognitive and Affective Processes	**Unit 2:** Building on the Science of Social Work Research **Unit 4:** Introduction to the Evaluation Toolkit **Unit 5:** Trends and Innovations in Data Driven Decision Making **Unit 7:** Making Decisions with Data **Unit 8:** Designing a Process Evaluation Plan **Units 9 & 10:** Designing an Outcome Evaluation Plan **Units 14 -15:** Presentations **Assignment 3:** Team & Agency Presentations

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	By Unit 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 have no more than 4 students that focus on the organizational context, and as partners, will work with the same collaborating community based agency (assigned in SOWK 648). Collaborating agencies are selected each semester based on submitted proposals and a selection and orientation process.   Agencies have a clear understanding of course requirements and deliverables.

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

In this assignment, each individual student will submit a 4 to 6 page paper that describes and analyzes the research methodology of 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.* doi.org/10.1177/1049731506296408

Due: Unit 4

Details of the assignment are provided in a separate document.

Assignments 2 – 4: Agency Consultancy Projects

Assignment 2, 3 and 4 will be conducted by the assigned group (assigned in SOWK 648), and will focus on a collaborating community based agency. For these group assignments, 75% of each student's grade will be determined by the grade assigned by the instructor for the group's response to the assignment (the written document and/or presentation). A separate *individual* score worth 25% of the overall grade will be based on the Peer Participation Rubric (provided by the instructor) and faculty observation of the groups' collaborative process. All students must participate and contribute to the development and completion of the group assignments based on Work Plans agreed upon by the group.   It is part of the groups' responsibility to manage the group process and output, and, to request assistance from the instructor when needed.

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

In a 3 – 5 page paper, this assignment requires students to analyze: 1) an organization's data environment; 2) the data collection and storage processes that are

used by the organization; and 2) how data influences the organization, and informs data-driven decision-making. More details are 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 plan for or implement an outcome evaluation that examines how well a program delivers services, and what administrative mechanisms exist within the program and agency that support the services it offers. More details on this assignment are provided in a separate document and in class.

Due: Unit 14

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

Teams will create a presentation for their partner agency. The presentation will include an evaluation or evaluation plan and key recommendations. Content will build upon their previous assignments in SOWK 629 and SOWK 648. Students will receive one grade for Assignment 4, determined jointly by both instructors.
Presentation:
- Approximately 30 minutes.
- PowerPoint or other presentation software.
- Content will include: introduction and background, methodology, findings, recommendations, and a conclusion.
- Each student must play a role in the live presentation.
- An electronic copy of the presentation must be provided to instructors and the partner agency.

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 USC Suzanne Dworak-Peck 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.*

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous

content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

This course requires two text books 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. (2017). *Program evaluation for social workers: Foundations of evidence based programs.* (Seventh Edition). New York, NY: Oxford University Press.

Rubin, A. & Babbie, E. (2016). *Essential research methods for social work (Fourth Edition).* Belmont, CA: Brooks/Cole. (The same text that was required for SOWK 546).

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* (7th 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: rules 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** - Welcome and introductions - Course overview and review of syllabus - Social work perspective on research & evaluation	
2	**Building on the Science of Social Work Research** - Scientific Inquiry: purpose of research - Research Methods 101 - The Evaluation Process - Evidence-Based Practice (EBP)	
3	**Types of Evaluations** - Needs Assessments - Process (formative) evaluation - Outcome (summative) evaluation - Efficiency Evaluation	
	MODULE 2: PREPARING FOR EVALUTION	
4	**Introduction to the Evaluation and the Toolkit** - Evaluation Anxiety and Challenges - Internal Evaluations - Hiring and Working with Exteral Evaluators - Budgeting for Evaluations **Understanding Social Work Programs** - Theory of Change Program Logic Models	**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 - Applying research evidence in social work practice - BIG Data - The person-in-environment perspective - The program-in-environment perspective	

Unit	Topics	Assignments

6 **The Data Collection Process: Measurement Instruments**
Finding & Assessing Existing Measures
- Types of measurement instruments
- Reliability and validity of meaurement

Survey Development:
- Types of surveys
- Survey delivery (online, in-person, phone, mail, etc.)
- How to build a survey
- How to analyze survey data

7 **Making Decisions with Data**
- Data Information Systems
- Managing Data
- Making Case-Level Decisions
- Making Program-Level Decisions
- Outcome Data and Program-Level Decision Making
- Benchmarks

MODULE 4: DESIGNING & IMPELEMENTING AN EVALUATION

8 **Designing a Needs Assessment and a Process Evaluation** — ASSIGNMENT 2 DUE
- 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

9 **Designing an Outcome Evaluation – Part 1**
- Logic Models and Identifying Theory of Change
- Specifying & Measuring Program Objectives
- Designing a Monitoring System
- Goals, indicators and Outcomes
  - Developing SMART Goals

Unit	Topics	Assignments
10	**Designing an Outcome Evaluation Plan – Part 2** • Evaluation Designs • Statistical Analysis & Display of Data • Developing a Feedback System • Disseminating and Communicating Results	
11	**Using Data and Evaluation for Capacity Building Needs** • Identifying key findings and lessons learned • The role of evaluation in grant-seeking and agency development • Identifying and addressing evaluation obstacles and limitations • Data Informed Decision Making for Social Work Practice	
12	**Knowledge Transfer in Social Work** • Bridging the gap between research and practice • Knowledge transfer in social work	
13	**Developing an Effective Evaluation Report & Team Consultation** • Executive Summaries • Narrative Reports • Presentation Basics • Telling a Story with Data • Navigating Evaluation Politics as Consultants	
14	**In-Class Agency Presentations (Assignment 4)**	ASSIGNMENT 3 DUE
15	**In-Class Agency Presentations (Assignment 4)**	

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). *Essential 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 101: A Review of SOWK 546
- 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. (2016). *Program evaluation for social workers: Foundations of evidence based programs.* (7th ed). New York, NY: Oxford University Press.

    Chapter 1: Toward Accountability
    Chapter 4: Standards
    Chapter 5: Ethics
    Chapter 6: Cultural Competence

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/

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Unit 3:   Types of Evaluations

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

Required Readings

Grinnell Jr., Gabor and Unrau (2016).
    Chapter 2: Approaches and Types of Evaluations
    Chapter 3: The Process

Rubin, A & Babbie, R (2016). *Essential research methods for social work (4th ed.).*
    Chapter 14: Program Evaluation

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:   Prepring for an Evaluation: Exploring the Toolkit   ASSIGNMENT 1 DUE

Topics:

Introduction to the Evaluation and the Toolkit
- Evaluation Anxiety and Challenges
- Internal Evaluations
- Hiring and Working with Exteral Evaluators
- Budgeting for Evaluations

Understanding Social Work Programs
- Theory of Change
- Program Logic Models

Required Readings

Grinnell, Gabor and Unrau (2016)
> Toolkit A: Hiring an External Evaluator
> Toolkit B: Working with an External Evaluator
> Toolkit C: Reducing Evaluation Anxiety
> Toolkit D: Managing Evaluation Challenges
> Toolkit F: Budgeting for Evaluations
> Chapter 7: The Program
> Chapter 8: Theory of Change and Program Logic Models

Additional Handouts for Logic Models and 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.

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Unit 6:   The Data Collection Process: Measurement Instruments
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Topics:
   Finding & Assessing Existing Measures
   - Types of measurement instruments
   - Reliability and validity of meaurement
   Survey Development:
   - Types of surveys
   - Survey delivery (online, in-person, phone, mail, etc.)
   - How to build a survey
   - How to analyze survey data

Required Reading

Grinnell Jr., Gabor and Unrau (2016).
      Chapter 14: Data Information Systems
      Toolkit H: Data Collection and Sampling Procedures
      Toolkit L: Measuring Variables
      Toolkit M: Measurement Instruments

Rubin, A & Babbie, R (2016). *Essential research methods for social work (4th ed.).*
      Chapter 8: Measurement in Quantitative and Qualitative Inquiry

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/

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Unit 7:   Making Decisions with Data
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Topics:
- Data Information Systems
- Managing Data
- Making Case-Level Decisions
- Making Program-Level Decisions
- Outcome Data and Program-Level Decision Making
- Benchmarks

Required Readings

Grinnell Jr., Gabor and Unrau (2016).
        Chapter 14: Data Information Systems, pp 299-317]
        Chapter 15: Making Decisions, pp 319-346

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

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 8: Designing a Needs Assessment and 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 (2016).
　　　　Chapter 9: Preparing for an Evaluation
　　　　Chapter 10: Needs Assessments
　　　　Chapter 11: Process Evaluations

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 9: Designing An Outcome Evaluation - Part 1

Topics:
- Specifying & Measuring Program Objectives
- Designing a Monitoring System
- Goals, indicators and Outcomes
    - Developing SMART Goals

Required Reading

Grinnell, Gabor and Unrau (2016)
　　　　Chapter 12: Outcome Evaluations
　　　　Chapter 7: The Program; page 156 – SMART Goals

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 10: Designing An Outcome Evaluation – Part 2

Topics:
- Evaluation Designs
- Statistical Analysis & Display of Data
- Developing a Feedback System
- Disseminating and Communicating Results

Required Reading

Grinnell, Gabor and Unrau (2016)
    Chapter 12: Outcome Evaluations
    Toolkit E: Using Common Evaluation Designs

Rubin, A & Babbie, R (2016). *Essential research methods for social work (4th ed.).*
    Chapter 12: Experiments and Quasi-experiments
    Chapter 14: Program Evaluation, focus on 14.6 – 14.8

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

Topics:
- Identifying key findings and lessons learned
- The role of evaluation in grant-seeking and agency development
- 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

Topics:
- Executive Summaries
- Narrative Reports
- Presentation Basics
- Telling a Story with Data
- Navigating Evaluation Politics as Consultants

Required Reading

Grinnell, Gabor and Unrau (2016)
    Toolkit J: Effective Commuication and Reporting

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:   Agency Presentations   ASSIGNMENT #3 DUE
Topics
- In-class presentations to partner organizations

Unit 15:   Agency Presentations & Course Evaluations
Topics
- In-class 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.   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 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 and 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/

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. http://dsp.usc.edu

Student Support and 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
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. https://diversity.usc.edu/

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, http://emergency.usc.edu

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime
Provides overall safety to USC community. http://dps.usc.edu

XII. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

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 instituted by the student and agreed to be 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 (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

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

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

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

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

- Competence

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. 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 SCI Department. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean for further guidance.

XIX. 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.