**Social Work 629**

**Research and Evaluation for Communities, Organizations and Businesses**

**3 Units**

Fall 2020 Syllabus

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# Course Prerequisites:

# SOWK 506, SOWK 536, SOWK 544, and SOWK 546

# 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.

# 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.

# 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. |

# Course format / Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

# 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 | |

# 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: Process or 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 629). Collaborating agencies are selected each semester based on submitted proposals and a selection and orientation process.

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

In this assignment, each individual student will submit a 5-7 page paper that describes and analyzes the research methodology of the following evaluation study:

McElfish, P.A., Long, C.R., Rowland, B., Moore, S., Wilmoth, R., & Ayers, B. (2017). Improving culturally appropriate care using a community-based participatory research approach: Evaluation of a multicomponent cultural competency training program, Arkansas, 2015-2016. *Preventing Chronic Disease, 14*(E62). doi: 10.5888/ped14.170014.

*Due: Unit 4*

*This assignment relates to student learning outcome #7 and #9.*

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 629), 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 5-7 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*

*This assignment relates to student learning outcome #7 and #9.*

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

Building upon the previous two assignments, each team will prepare a plan for or implement a process or 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*

*This assignment relates to student learning outcome #7 and #9.*

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

Teams will create a presentation that 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.

*Due: By Unit 15*

*This assignment relates to student learning outcome #7 and #9.*

**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.

# 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

Drisko, J. W., & Grady, M. D. (2012). Evidence-Based Practice in Clinical Social Work. NY: Springer

*[FYI: this is your SOWK 546 textbook]*

Grinnell Jr., R. M., Gabor, P. A., & Unrau, Y.A. (2019). *Program* e*valuation for social workers: Foundations of evidence based programs.* (Eigth Edition). New York, NY: Oxford University Press.

## Recommended Guidebook for APA Style Formatting

American Psychological Association. (2020). *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](http://www.thehealthcompass.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**   * 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 EVALUATION** | |  |
| **4** | **Understanding Social Work Programs**   * Theory of Change * Logic Models   **Building a Toolkit**   * Internal and External Evaluators * Evaluation Ethics * Culturally Competent Evaluation | **Assignment 1 due** |
| **MODULE 3: THE ROLE OF DATA** | | |
| **5** | **Trends and Innovations in Data Driven Decision Making**  How 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 |  |
| **6** | **The Data Collection Process: Measurement**  **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 * Making Case-Level Decisions * Making Program-Level Decisions * Outcome Data and Program-Level Decision Making * Mapping & GIS |  |
| **MODULE 4: DESIGNING & IMPELEMENTING AN EVALUATION** | | |
| **8** | **Designing a Needs Assessment and a Process Evaluation**   * 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 | **Assignment 2 due** |
| **9** | **Designing an Outcome Evaluation – Part 1**   * Logic Models and Theories of Change * Specifying & Measuring Program Objectives * Designing a Monitoring System * Goals, indicators and Outcomes * SMART Goals |  |
| **10** | **Designing an Outcome Evaluation Plan – Part 2**   * Evaluation Designs * Sampling * Statistical Analysis & Display of Data * Developing a Feedback System * Disseminating and Communicating Results |  |
| **11** | **Using Data and Evaluation for Capacity Building**   * 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*. [https://doi.org/10.1177/1049731514535852](https://doi.org/10.1177%2F1049731514535852)

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

Grinnell Jr., R. M., Gabor, P. A., & Unrau, Y.A. (2019). *Program* e*valuation for social*

*workers: Foundations of evidence based programs.* (8th ed). New York, NY:

Oxford University Press.

Chapter 1: Introduction

**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 * Evaluation Standards | |

### Required Readings

Grinnell Jr., Gabor and Unrau (2019).

Chapter 2: Approaches and Types of Evaluations

Chapter 3: The Evaluation Process

Chapter 4: Evaluation Sandards

**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: Preparing for Evaluation: Building A Toolkit** | **Assignment 1 Due** |
| --- | --- |
| **Topics:**  **Understanding Social Work Programs**   * Theory of Change * Program Logic Models   **Evaluation Ethics**  **Cultural Awareness in Evaluation** | |
| **Required Readings**  Grinnell, Gabor and Unrau (2019):   * Chapter 5: Evaluation Ethics * Chapter 6: The Culturally Competent Evaluator * Chapter 7: Designing a Program * Chapter 8: Theory of Change and Program Logic Models   Aguila, E., Weidmer, B.A., Rivera Illingworth, A., & Martinez, H. (2016). Culturally  competent informed consent process to evaluate a social policy for older persons with low literacy: The Mexican case. *SAGE Open, July-Sept,* 1-11. Doi: 10.1177/21582440/6665886.  Gill, S., Kuwahara, R., & Wilce, M. (2016). Through a culturally competent lens: Why the program evauration standards matter. *Health Promotion Practice, 17*(1), 5-8. Doi: 10.1177/1524839915616364.  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 * Administrative datasets | |

### Required Readings

Maloney, T., Jiang, N., Putnam-Hornstein, E., Dalton, E., & Vaithianathan, R. (2017). Black-white differences in child maltreatment reports and foster care placements: A statistical decomposition using linked administrative data. *Maternal Child Health Journal, 21,* 414-420. Doi: 10.1007/s10995-016-2242-3.

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

| **Unit 6: Data Collection** |
| --- |

**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 (2019):

Chapter 15: Measuring Program Outcomes

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** |  | | --- | --- | |  |
| **Topics:**   * Data Information Systems * Managing Data * Making Case-Level Decisions * Making Program-Level Decisions * Outcome Data and Program-Level Decision Making * Mapping and GIS |

**Required Readings**

Bopp, C., Harmon, E., Voida, A. (2017). Disempowered by data: Nonporfits, social enterprises, and the consequences of data-driven work.

Grinnell Jr., Gabor and Unrau (2019):

Chapter 19: Using Data Information Systems

Chapter 20: Making Decisions

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

New York Times July 5, 2020: The Fullest Look Yet at the Racial Inequity of Coronavirus

https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html?smid=em-share

**EXPLORE**

databasesof area resources and localized demographics (Hands-on Lab):

Healthy Cities: <http://www.healthycity.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 (2019):

Chapter 10: Preparing for an Evaluation

Chapter 11: Needs Assessments

Chapter 12: Process Evaluations

**Recommended Reading**

Duncan, A.C., & DeHart, D. (2019). Provider perspectives on sex-trafficking:

Victim pathways, service needs & blurred boundaries. *Victims & Offenders:*

*An International Journal of Evidence-Based Research, Policy & Practice.* doi:

10.1080/15564886.2019.1595241.

Schwartz, S.L., Block, R.G., and Shafer, S.D. (2014). Oregon patients with HIV

infection who experience delayed diagnosis. *AIDS Care, 26*(9), 1171-1177. doi:

10.1080./09540121.2014.882494.

| **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 (2019):

Chapter 13: Outcome Evaluations

Chapter 7: The Program; page 156 – SMART Goals

Page 122-125

Shannonhouse, L., Lin, Y-W.D., Shaw, K., Wanna, R., & Porter, M. (2017). Suicide intervention training for college staff: Program evaluation and intervention skill measurement. *Journal of American College Health.* Doi: 10.1080/07448481.2017.1341893.

**Recommended Readings**

Ehrke, F., Ashoee, A., Steffens, M.C., & Louvet, E. (2020). A brief diversity training: Raising awareness of ingroup privilege to improve attitudes towards disadvantaged groups. *International Journal of Psychology,* doi: 10.1002/ijop.12665.

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 13: Outcome Evaluations  Chapter 16: Using Common Evaluation Designs  Chapter 17: Collecting Data and Selecting a Sample  Chapter 18: Training and Supervising Data Collectors | |
| **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

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

On The Move and UpValley Family Centers (2019). *The Role of On the Move and UpValley Family Centers in the Local Response to the 2017 Napa County Wildfires: Lessons in Disaster Recovery.* Retrieved: http://wsjf.org/wp-content/uploads/2019/04/North-Bay-Fire-Response\_Nonprofit-Lessons-Learned-2.pdf

| **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.

| **Unit 13: Developing an Effective Evaluation Report & Use of Story** |
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**Topics:**

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

**Required Reading**

Grinnell, Gabor and Unrau (2016)

Chapter 21: 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 | |

| **Unit 15: Agency Presentations & Course Evaluations** | |
| --- | --- |
| **Topics** | |
| * In-class presentations | |
|  |  |

**University Policies and Guidelines**

# 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 ([saraschw@usc.edu](mailto:saraschw@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.

# 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](http://policy.usc.edu/scientific-misconduct/).

# 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.

National Suicide Prevention Lifeline - 1-800-273-8255  
[http://www.suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMF-g&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=QuxWRfbt3y0MjMiTUwt-nZmAUkv6KrkzjUkS3XnfmTI&m=5tAAezK7RfZ3kIyKPY_XT66M2UkzzAZzquGuUC9Ocqg&s=O0OpA_R-_lb_cY9Dg-JyiOAJgmkYiXYYO-augQT8Yms&e=). Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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://studenthealth.usc.edu/sexual-assault/>

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*

[equity.usc.edu](http://equity.usc.edu/), [titleix.usc.edu](file:///Users/saraschwartz/Downloads/titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support – (213) 740-2421*

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

*The Office of Disability Services and Programs (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC – (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

# 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.

# 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.”

# 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.

# 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.

# 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*](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.

# 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.

# Complaints

Please direct any concerns about the course with the instructor first.  If you are unable to discuss your concerns with the instructor, please contact the faculty course lead.  Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

# 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.*