

Nancy's Note: This research syllabus is a model for infusing readings on cash and counseling to illustrate different types of evaluation. In developing similar research syllabi, it would be helpful if the course/class objectives also reflected content on the types of evaluation utilized in the cash and counseling model.

Social Work 632

Program Planning and Evaluation in Health Care

3 Units

Spring 2013 (Section 60890)

Instructor/TA:	Iris Chi, DSW / Hsun-Ta Hsu, MSW	Course Day:	Thursday
E-Mail:	ichi@usc.edu / hsuntahs@usc.edu	Course Time:	1-3:50 pm
Telephone:	(213) 821-1360	Course Location:	VCK257
Office:	MRF 329		
Office Hours:	By Appointment		

I. COURSE PREREQUISITES

SOWK 562

II. CATALOGUE DESCRIPTION

Program and intervention development and evaluation research in health settings. Issues and skill development in program design and methods for evaluation.

III. COURSE DESCRIPTION

This course is designed to equip you with knowledge and skills necessary to systematically develop, implement, and evaluate health-related programs, services, and interventions.

Health care payers, providers, consumers, policymakers, and the general public are increasingly focused on assessing the costs, quality, and outcomes of health services. At the same time, health care service systems are becoming more complex, serving increasingly diverse populations, and facing multiple and conflicting demands from various stakeholders. Calls for “empirically-based practice” are becoming strong determinants of the types of services that will, or will no longer, be provided as part of the delivery of health care services in the US. Thus, evidence-based program development is potentially powerful in helping to legitimize and advance psychosocial practice and services in health care.

This course will enhance your ability to provide leadership in advancing these issues in the practice communities where you may find yourself working. It will be imperative for you to be able to (1) conduct health needs assessment, (2) develop, implement and monitor health programs, (3) evaluate the effectiveness and efficiency of health programs, and (4) analyze research results as a basis in advocating for programs delivered by social work practitioners.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Teach skills in problem formulation, program development, resource procurement and program implementation as a means for promoting social justice, social change, health promotion and disease prevention.

Objective #	Objectives
2	Teach a range of techniques and skills necessary to advocate at the interpersonal, organizational, inter-organization, and community levels on behalf of diverse populations with special attention to eliminating structural barriers that limit service delivery to disadvantaged and underserved populations such as severe and/or chronically ill persons, women, children, older people, gay/lesbian, and oppressed racial/ethnic minorities.
3	Teach program planning & evaluation skills and provide students with opportunities to apply such skills in evaluating social work programs and interventions in health-related settings, including development of research designs, program monitoring systems, and data analysis.
4	Teach students to critically evaluate and select methodologies used in social work research to inform micro, meso, and macro level practice, including both quantitative and qualitative approaches, and provide opportunities for students to assess the strengths and weaknesses of each, including sensitivity to ethical, multicultural, gender, race, class, sexual orientation, and disability issues.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Different methods will be used for acquiring knowledge and skills, including lectures, discussion, guest speakers, in-class activities, projects/worksheets and group work. This course is designed to increase students' comfort level with research methods and to increase their appreciation of the relevance of research and evaluation for social work practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 632	Course Objective
1 Professional Identity		
2 Ethical Practice	*	1
3 Critical Thinking	*	3 & 4
4 Diversity in Practice	*	2 & 4
5 Human Rights & Justice		
6 Research Based Practice	*	3
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts		
10 Engage, Assess, Intervene, Evaluate	*	4

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	<ol style="list-style-type: none"> 1. Recognize and manage personal values in a way that allows professional values to guide practice. 2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 3. Tolerate ambiguity in resolving ethical conflicts. 4. Apply strategies of ethical reasoning to arrive at principled decisions. 	<p>All assignments</p>
<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information. 	<ol style="list-style-type: none"> 5. Critically assess the health care settings and review the literature on evidence-based practices. 6. Critically review the research methods used in program evaluation. 	<p>All assignments</p>
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	<ol style="list-style-type: none"> 7. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 9. Recognize and communicate understanding of the importance of difference in shaping life experiences. 10. View themselves as learners and engage those with whom they work as informants. 	<p>All assignments</p>

<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	11. Use practice experience to inform scientific inquiry.	All assignments
	12. Use research evidence to inform practice.	
<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> Identifying, analyzing, and proposing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	13. Engagement: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities. Use empathy and other interpersonal skills. Develop a mutually agreed on focus of work and desired outcomes.	All assignments
	14. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed on intervention goals and objectives. Select appropriate intervention strategies.	
	15. Evaluation: Critically analyze, monitor, and evaluate interventions.	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment #1: RE-AIM Exercise	2/21/2013	25%
Assignment #2: Process Evaluation	3/28/2013	20%
Assignment #3: Oral Presentation	From 2/28 to 4/11	10%
Assignment #4: Outcome Evaluation	5/8/2013	35%
Class Participation	Ongoing	10%

These assignments provide an opportunity to apply course learning in a practice area of special interest to the students. They will come up with a practical and cost effective evaluation proposal that could be applied to a program in their field agencies. It is also expected that students will discuss ideas the assignment produces with the field agency as a way of obtaining feedback to make the learning experience more practical and application oriented. More detailed guidelines for each assignment will be provided in the classes.

Detailed outline of the assignments will be provided in class and also posted on the Blackboard. Both the written assignments and oral presentation will address all course objectives. Students will be working individually or in groups throughout the semester for the assignments. If groups are possible, they will be decided within the one month of class. Group grades will reflect identical grade points for every member of the group. Every member of the group is responsible for reading and proofreading every section of the paper. Any plagiarism or problem is a group problem as are all achievements.

Students who fail to earn a B on any individual assignment may redo the assignment to obtain a B grade. Each of the major assignments is described below.

Assignment 1

Assignment 1 uses the RE-AIM Model to assess an evidence-based chronic disease program in the following Dimensions: REACH (Individual Level), EFFECTIVENESS (Individual Level), ADOPTION (Setting/Staff Level), IMPLEMENTATION (Setting/Staff Level), MAINTENANCE (Individual Level) and MAINTENANCE (Setting Level). Students will select a chronic disease topic from one of the following websites: Centers for Disease Control (search under Diseases & Conditions <http://www.cdc.gov/>), National Institute for Health (search health topics A-Z <http://health.nih.gov/>) or Agency for Healthcare Research and Quality (AHRQ) (<http://www.ahrq.gov/>). Students will complete this assignment individually and will use the RE-AIM Model worksheet provided to fill in responses for each RE-AIM Dimension. Students will select an evidence-based chronic disease program that will inform their work/research with a similar target population in a health care setting.

Due: 2/21/2013

This assignment relates to student learning outcomes 5, 6, 10, 11-12, and 14.

Assignment 2

The second assignment is an applied research exercise consisting of a process evaluation. Students have the option to work individual or in small groups of up to three persons. Each group will evaluate an existing program in one of their field agencies. Assignment 2 is a process evaluation proposal (10 pages maximum) and is due at the beginning of the Unit 9 class.

Due: March 28, 2013 (Unit 9)

This assignment relates to student learning outcomes 2, 4, 5-6, 10, 11-12, and 13-15.

Assignment 3

The third assignment is to prepare a presentation on a selected evaluation tool to the class using Microsoft Powerpoint slides or a Prezzi presentation. Students can work in small groups of up to three persons. Each group member must present some portion of the topic. Each presentation will have a total time of 15 minutes for the tool presentation and 5 minutes for an evaluation of peer learning. Presentations are to be evaluated by peers including agency representatives (depending on their availability) and the faculty member. Tools will be proposed in advance using list posted by the instructor with student suggestions entertained. A master list will be prepared so there is no duplication. Each group should sign up for the presentation date and topic by or before 2/14/2013.

Dates: from 2/28/2013 and 4/11/2013 (Units 6 through 11)

This assignment relates to student learning outcomes 2-4 and 11-15.

Assignment 4

The fourth assignment is also an applied research exercise consisting of an outcome evaluation. Students have the option to work individual or in small groups of up to three persons. Each group will evaluate an existing program in one of their field agencies. Assignment 3 is an outcome evaluation proposal (12-15 pages).

Due: May 8, 2012 by Noon

This assignment relates to student learning outcomes 2-4, 5-6 and 11-15.

Class Participation (10% of Course Grade)

Class attendance and participation are critical to students' learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course. Students who must be absent can make alternate arrangements for demonstrating participation. Students' contributions will be assessed by their quality and relevance to course content and themes. It is the responsibility of each student to obtain class notes, handouts, or other materials distributed in class if you are unable to attend. Taking into account individual variations, the following will be considered in determining a grade for participation:

- 10. **You show an active interest in class.** You are involved every day. Your comments reflect familiarity with concepts presented in each week's readings. No unexcused absences or tardiness. You do not surf the Internet or work on other projects during class time. Your group finds you a valuable member.
- 9. **You show an active interest and are involved most days.** The same qualities of a 10 student but you have been tardy or absent more than once, missed an in-class activity, or forgotten materials needed for class. Your group has no major complaints.
- 8. **You are often involved.** You show a willingness to participate but demonstrate limited preparedness from not having read readings for the week. Have missed 2 or more classes or been late 2 or more times. Your group complains about your participation.
- 7. **You are prepared but rarely raise your hand or contribute in class.** You have missed more than 2 classes or been late 2 or more times. Students who surf the Internet or overtly work on other projects in class are automatically at this participation level.
- 6. **You do not participate in class and have repeatedly come to class late or without materials or are unprepared when called on.** You do not work with your group. Students who miss three or more classes are likely to be at this level.

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

Class Grades	Final Grade
	70 – 72 C-

Students are expected to complete all reading assignments and to use them as the basis for informed participation in class discussions. It is expected that students will attend class regularly, complete course reading, be active contributors to the learning process, participate in class discussions, and submit assignments on the due date. Students will be expected to bring in material and experiences from their field placements as it pertains to class topics and homework assignments. Failure to meet these expectations may result in reduction in grades.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Wadsworth.

Smith, M. (2010). *Handbook of program evaluation for social work and health professionals*. New York, NY: Oxford University Press.

Course Reader: There is no course reader for SOWK 632. There will, however, be additional readings that are identified in the course outline under individual class sessions. These readings may be accessed in one of three ways: 1) hardcopy from the USC library journals or on-line through the USC library e-journals; 2) through external links posted on Blackboard or identified in the course outline; and 3) reserved in the USC library. Some readings in addition to those in the course outline may be identified and assigned during the course of the semester.

Other References

National Guideline Clearinghouse. Agency for Healthcare Research and Quality. (n.d.). Retrieved from <http://www.guideline.gov>

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). *Multicultural health evaluation: A foundation resource guide*. Los Angeles, CA: California Endowment. Retrieved from http://www.calendow.org/uploadedFiles/Publications/Evaluation/Multicultural_Health_Evaluation/CE0510-2004_Commissioning_.pdf

Timmreck, T. C. (2003). *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed.). Sudbury, MA: Jones and Bartlett. [Reserved, RA427.8.T56 2003]

Recommended Guidebook for APA Style Formatting

APA formatting and style guide. (n.d.). Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). Belmont, CA: Brooks/Cole—Thomson Learning.

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

Course Schedule—Detailed Description

Unit 1: Course Introduction

January 17, 2013

Topics

- Course overview
- Review of logic model
- Introduction to program evaluation

This Unit relates to course objectives 1-4

Required Readings

Smith, M. (2010). Introduction to program evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 3-27). New York, NY: Oxford University Press.

Smith, M. (2010). Types of program evaluation studies. In *Handbook of program evaluation for social work and health professionals* (pp. 29-55). New York, NY: Oxford University Press.

Supplemental Readings

Cheadle, A., Beery, W. L., Greenwald, H. P., Nelson, G. D., Pearson, D., & Senter, S. (2003). Evaluating the California Wellness Foundation's Health Improvement Initiative: A logic model approach. *Health Promotion Practice, 4*(2), 146-156.

Final narrative report—Vermont's Cash and Counseling Project. (2008). Retrieved August 21, 2009 from website of <http://www.ddas.vermont.gov/ddas-publications/publications-cfc/cfc-rwj-cash-counseling-project/cash-counseling-proj-final-report>

Lando, J., Williams, S. M., Williams, B., & Sturgis, S. (2006). A logic model for the integration of mental health into chronic disease prevention and health promotion. *Preventing Chronic Disease, 3*(2), 1-4. Retrieved from: http://www.cdc.gov/pcd/issues/2006/apr/05_0215.htm

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Introduction. In *Program evaluation: An introduction* (5th ed., pp. 1-33). Belmont, CA: Wadsworth.

Unit 2: Evidence-based Program

January 24, 2013

Topics

- Review evidence-based practice
- Designing evidence-based programs
- The RE-AIM model

This Unit relates to course objectives 1-4

Required Readings

Smith, M. (2010). New trends and issues in program evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 57-79). New York, NY: Oxford University Press.

Glasgow, R. E. (2006). RE-AIMing research for application: Ways to improve evidence for family medicine. *The Journal of the American Board of Family Medicine, 19*, 11-19.

Glasgow, R. E. & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. *Annual Review of Public Health, 28*, 413-433.
doi:10.1146/annurev.publhealth.28.021406.144145

Reach Effectiveness Adoption Implementation Maintenance (RE-AIM) Retrieved from: <http://www.re-aim.org/>

Supplemental Readings

Kramer, L. Schwartz, P., Cheadle, A. & Rauzon, S.(2012). Using photovoice as a participatory evaluation tool in Kaiser Permanente's Community Health Initiative. *Health Promotion Practice [ahead of print-use doi] doi: 10.1177/1524839912463232*

Steinberg, E. P., & Luce, B. R. (2005). Evidence-based? Caveat emptor! *Health Affairs: The Policy Journal of the Health Sphere*, 24, 80-92.

Unit 3: Program Planning and Program Development

January 31, 2013

Topics

- Macro environment and planning model
- Setting program goals and objectives
- Implementation and timelines

This Unit relates to course objectives 1-4

Required Readings

Smith, M. (2010). Describing the program. In *Handbook of program evaluation for social work and health professionals* (pp. 81-137). New York, NY: Oxford University Press.

Smith, M. (2010). Determining program goals. In *Handbook of program evaluation for social work and health professionals* (pp. 163-203). New York, NY: Oxford University Press.

Supplemental Readings

McCullum-Gomez, C., Barroso, C. S., Hoelscher, D. M., Ward, J. L., & Kelder, S. H. (2006). Factors influencing implementation of the coordinated approach to Child Health (CATCH) eat smart school nutrition program in Texas. *Journal of the American Dietetic Association*, 106(12), 2039-2044. doi: 10.1016/j.jabr.2011.03.031

Timmreck, T. C. (2003). Developing timelines. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed., pp. 147-168). Sudbury, MA: Jones and Bartlett.

Timmreck, T. C. (2003). How to prepare for implementation of services. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed., pp. 137-146). Sudbury, MA: Jones and Bartlett.

Timmreck, T. C. (2003). Implementation of programs. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed., pp. 169-184). Sudbury, MA: Jones and Bartlett.

Unit 4: Introduction to Geographic Information Systems

February 7, 2012

Topics

- Guest lecture on GIS
- Healthy City Demonstration

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

Required Readings

Foley, R. (2002). Assessing the applicability of GIS in a health and social care setting: planning services for informal carers in East Susses, England. *Social Science & Medicine*, 55, 79-96.

Fulcher, C. & Kaukinen, C. (2005). Mapping and visualizing the location HIV service providers: An exploratory spatial analysis of Toronto neighborhoods. *AIDS Care*, 17(3), 386-396.

GIS: Geographic Information Systems in Social Work. Each student is expected to bring one resource to class that is less than 5 years old. See <http://libguides.lib.muohio.edu/content.php?pid=54782&sid=401189>

Students are also expected to visit key websites so they are prepared to use these resources in assignments including:

www.census.gov www.healthycity.org www.cdc.gov www.hhs.gov http://health.nih.gov/http://www.ahrq.gov/ http://www.esri.com/Industries/health http://www.ppgis.info/home/?page_id=31	http://www.socialworkpolicy.org/ http://www.iom.edu/Reports.aspx http://www.frameworksinstitute.org/cdtoolkits.html http://www.chcf.org/ http://innovations.ahrq.gov/ https://www.thinkculturalhealth.hhs.gov/
---	--

Unit 5: Research Methods

February 14, 2013

Topics

- Review research concepts and methods
- Qualitative methods
- Analyzing qualitative data

This Unit relates to course objective 3 and 4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Qualitative and mixed methods in evaluation. In *Program evaluation: An introduction* (5th ed., pp. 83-107). Belmont, CA: Wadsworth.

Students are expected to review the SOWK562 textbook

Supplemental Readings

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1), 57-65.

Hyde, A., Howlett, E., Brady, D, Drennan, J. (2005). The focus group method: Insights from focus group interviews on sexual health with adolescents. *Social Science and Medicine*, 61(12), 2588-2599.

Padgett, D. K. (2008). Choosing the right qualitative approach(es). In D. K. Padgett (Ed.), *Qualitative methods in social work research*, 2nd ed. (pp. 29-44). Thousand Oaks, CA: Sage.

Unit 6: Needs Assessment and Setting Priorities**February 21, 2013****Topics**

- Conduct a needs assessment
- Setting priorities

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

Required Readings

Cotrell, V. & Carder, P. C. (2010). Health-related needs assessment of older residents in subsidized housing. *Journal of Policy Development and Research*, 12(2), 47-66.

Smith, M. (2010). Needs Assessment Studies. In *Handbook of program evaluation for social work and health professionals* (pp. 139-162). New York, NY: Oxford University Press.

Supplemental Readings

Los Angeles County Department of Public Health Office of Health Assessment and Epidemiology (2007). *Preventing childhood obesity: the need to create healthy places. A city and community report.*

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Needs Assessment. In *Program evaluation: An introduction* (5th ed., pp. 55-82). Belmont, CA: Wadsworth.

Thein, K., Zaw, K. T., Teng, R. E., Liang, C., & Julliard, K. (2009). Health needs in Brooklyn's Chinatown: A pilot assessment using Rapid Participatory appraisal. *Journal of Health Care of the Poor and Underserved*, 20, 378-394. doi:10.1353/hpu.0.0140

Unit 7: Process and Formative Evaluation**February 28, 2013****Topics**

- Conduct a process evaluation
- Multicultural evaluation
- Student presentation

This Unit relates to course objectives 1, 3, and 4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Formative and process evaluation. In *Program evaluation: An introduction* (5th ed., pp. 108-140). Belmont, CA: Wadsworth.

Smith, M. (2010). Formative evaluations: Program monitoring and process evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 205-248). New York, NY: Oxford University Press.

Phillips, B., & Schneider, B. (2007). Commonalities and variations in the Cash and Counseling Programs across the three demonstration states. *Health Services Research*, 42(1 & 2), 397-413. doi:10.1111/j.1475-6773.2006.00677.x

The Center for Linguistic and Cultural Competence in Health Care (n.d.) Retrieved from <https://www.thinkculturalhealth.hhs.gov/CLCCHC/HealthNews/Nov2011HealthNews.asp>

National Resource Center for Participant Directed Services (n.d.) Cash and Counseling. Retrieved from http://www.bc.edu/schools/gssw/nrcpds/cash_and_counseling.html

Supplemental Readings

Botcheva, L., Shih, J. & Huffman, L. C. (2009). Emphasizing cultural competence in evaluation: A process-oriented approach. *American Journal of Evaluation*, 30(2),176-188. doi: 10.1177/1098214009334363

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). Making the shift to multicultural evaluation, in *Multicultural health evaluation: A foundation resource guide* (pp. 4-19). Los Angeles, CA: California Endowment.

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). Conceptualizing a multicultural evaluation, in *Multicultural health evaluation: A foundation resource guide* (pp. 20-32). Los Angeles, CA: California Endowment.

Subramanian, K. (2000). The nature of social work services in a large public medical center serving an impoverished multicultural population, *Social Work in Health Care*, 31(2), 47-64.

Unit 8: Outcome and Summative Evaluation

March 7, 2013

Topics

- Conduct an outcome evaluation
- Student presentation

This Unit relates to course objectives 1, 3, and 4.

Required Readings

Capella, E., Hoagwood, K. E., & Reinke, W.M. (2011). Advancing intervention research in school psychology: finding the balance between process and outcome for social and behavioral interventions.. *School Psychology Review*, 40(4) 455-464.

Carlson, B. L., Foster, L., Dale, S. B., & Brown, R. S. (2007). Effects of Cash and Counseling on personal care and well-being. *Health Services Research*, 42(1 & 2), 467-487. doi: 10.1111/j.1475-6773.2006.00673.x

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Group research designs. In *Program evaluation: An introduction* (5th ed., pp. 207-254). Belmont, CA: Wadsworth.

Smith, M. (2010). Designing the evaluation study. In *Handbook of program evaluation for social work and health professionals* (pp. 249-301). New York, NY: Oxford University Press.

Supplemental Readings

Davis, C. (2004). Hospital social work: Are we conducting the right type of research? *Social Work in Health Care*, 38(3), 67-79.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Single system research designs. In *Program evaluation: An introduction* (5th ed., pp. 141-174). Belmont, CA: Wadsworth.

Simon-Rusinowitz, L., Mahoney, K. J., Loughlin, D. M., & Sadler, M. D. (2005). Paying family caregivers: An effective policy option in the Arkansas Cash and Counseling demonstration and evaluation. *Marriage & Family Review*, 37(1 & 2), 83-105.

Students are expected to review the SOWK562 textbook on experimental and single subject designs

Unit 9: Client Satisfaction & Ethical Issues**March 14, 2013****Topics**

- Client Satisfaction
- Ethical issues
- Student presentation

This Unit relates to course objectives 1, 3, and 4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Ethical issues in program evaluation. In *Program evaluation: An introduction* (5th ed., pp. 34-54). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Client satisfaction. In *Program evaluation: An introduction* (5th ed., pp. 175-193). Belmont, CA: Wadsworth.

Supplemental Readings

Smith, M. (2010). Appendix: University employee assistance program: client satisfaction questionnaire. In *Handbook of program evaluation for social work and health professionals* (pp. 365-368). New York, NY: Oxford University Press.

Walsh, T., & Lord, B. (2004). Client satisfaction and empowerment through social work intervention. *Social Work in Health Care*, 38(4), 37-56.

NO CLASS – Spring Break**March 21, 2013****Unit 10: Measurement****March 28, 2013****Topics**

- Measuring objectives (outputs vs. outcomes)
- Student presentation

This Unit relates to course objectives 3 and 4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Measurement tools and strategies. In *Program evaluation: An introduction* (5th ed., pp. 271-300). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Illustrations of instruments. In *Program evaluation. An introduction*. (5th ed., pp. 301-316). Belmont, CA: Wadsworth.

Supplemental Readings

Smith, M. (2010). Designing the evaluation study. In *Handbook of program evaluation for social work and health professionals* (pp. 249-301). New York, NY: Oxford University Press.

April 4, 2013**Unit 11: Data Collection and Pragmatic issues****Topics**

- Data collection
- Pragmatic issues
- Student presentation

This Unit relates to course objectives 3 and 4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Pragmatic issues. In *Program evaluation: An introduction* (5th ed., pp. 317-340). Belmont, CA: Wadsworth.

Smith, M. (2010). Implementing the evaluation study and analyzing the data. In *Handbook of program evaluation for social work and health professionals* (pp. 303-353). New York, NY: Oxford University Press.

Students are expected to review the SOWK562 textbook on data analysis (statistics)

Unit 12: Efficiency Evaluation**April 11, 2013****Topics**

- Conduct an efficiency evaluation
- Cost-effectiveness designs
- Student presentation

This Unit relates to course objectives 2-4.

Required Readings

Dale, S. B., & Brown, R. S. (2007). How does cash and counseling affect costs? *Health Services Research, 42*(1 & 2), 488-509. doi: 10.1111/j.1475-6773.2006.00680.x

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Cost-effectiveness and cost analysis. In *Program evaluation: An introduction* (5th ed., pp. 255-270). Belmont, CA: Wadsworth.

Supplemental Readings

Kee, J. E. (2004). Cost-effectiveness and cost-benefit analysis. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 506-541). San Francisco, CA: Jossey-Bass. [VKC H97. H358 2004]

Walker, D. G., & Jan, S. (2005). How do we determine whether community health workers are cost-effective? Some core methodological issues. *Journal of Community Health, 30*(3), 221-229.

Unit 13: Data Analysis**April 18, 2013****Topics**

- Data analysis
- Using graphics to report findings
- Making decisions with data

This Unit relates to course objectives 3 and 4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Data analysis. In *Program evaluation: An introduction* (5th ed., pp. 341-372). Belmont, CA: Wadsworth.

Supplemental Readings

USC Statistics Support. (n.d.). Retrieved from <http://www.usc.edu/its/stats/index.html>

UCLA Statistics online seminar and Support. (n.d.). Retrieved from <http://www.ats.ucla.edu/stat/seminars/>

Unit 14: Consultation Sessions (no class)**April 25, 2013****Topics**

- Schedule consultation sessions for final assignment

Unit 15: Report and Proposal Writing**May 2, 2013****Topics**

- Report writing
- Proposal writing
- Course evaluation

This Unit relates to course objectives 1-4.

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Writing evaluation proposal, reports, and journal articles. In *Program evaluation: An introduction* (5th ed., pp. 373-388). Belmont, CA: Wadsworth.

Smith, M. (2010). Writing the report and implementing the findings. In *Handbook of program evaluation for social work and health professionals* (pp. 355-364). New York, NY: Oxford University Press.

STUDY DAYS / NO CLASSES**April 28-May 1, 2012****FINAL EXAMINATIONS****May 8, 2012**

Assignment 3, Final project paper is due by 12 noon.

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 (jordanma@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 INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

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

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

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

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

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

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

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

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

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

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be 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

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

Preamble

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

social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the concentration, Dr. Iris Chi, at ichi@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at рмаiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.
