Course Dates, Time, and Location
Fall Semester, 2018 August 27, 2018 to December 14, 2018
Tuesdays and Thursdays 8:00 a.m. to 9:15 a.m.

Instructor Contact Information
Christopher M. Shar, MSW, Ph.D. (ABD) Office Phone: 325-486-6426
Clinical Instructor E-Mail: christopher.shar@angelo.edu
Department of Social Work HHS Building, Office 224R

Office Hours
Mondays, Wednesdays, and Fridays: 8:00 to 10:00 a.m. & 1:00 to 3:00 p.m.

Course Description
Presentation of the methods used in scientific inquiry and program evaluation; knowledge of how scientific evidence informs social work practice and how social work practice informs scientific inquiry is of primary concern. Focuses on the skills related to conducting research and practice evaluation. Ethical, cultural, and professional value considerations in the research process are emphasized.
Prerequisite: SWK 2307 and admission to the B.S.W. degree program

Course Introduction
This course will present an introduction to research methods used in generalist social work practice and social work research. This course consists of classroom lectures, discussions, and requires the creation of a program evaluation proposal. Students will learn to apply social work ethics to the research enterprise, and will learn the relationship that research has with generalist social work practice that is evidence-based. Lastly, but not least in importance for this course, students begin to develop skills necessary to find, read, evaluate, and apply social work research in a systematic and critical manner. The importance of research guided social work practice and practice guided social work research holds primacy status in this course.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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 individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

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, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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Course Materials (All Required)

Texts


NOTE: All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association* (6th ed.).

Other Testing-related Materials
✓ Access to a computer with either a Mac or Windows Operating System
✓ High speed Internet access
✓ Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by wifi drop.)
✓ Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

Course Policies
✓ Please ask questions relevant to the course and utilize my office hours. I am here to help you and I want you to succeed.
✓ Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf).
✓ All students are expected to follow the National Association of Social Workers *Code of Ethics*.
✓ Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)
✓ Make-up examinations will be considered on a case-by-case basis and will only be allowed for university approved absences.
✓ Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
✓ Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Grading Information

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 – 100</td>
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<td>B</td>
<td>80 – 89</td>
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<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<td>F</td>
<td>59 or Below</td>
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Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors

Professional Performance 10%

Relevant to attendance are: engaging in class activities (including frequency and quality), professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

There is no grade penalty for the first 3 absences. This is not an invitation to miss class.
✓ Any additional absence will result in a loss of 10 points from your total grade.
✓ The 7th absence results in a failing grade for the course. Refer to ASU class attendance policy.
✓ Being more than 10 minutes late for class WILL count as an absence even if you participate in the remaining course time for that day.

Examinations 30%

There will be three (3) timed examinations that will consist of two parts: an online multiple-choice section and an in-class short answer/essay section.

Peer Reviewed Journal Article Summaries 30%

Students will find a peer reviewed journal article to write a summary about for each of the three sections in the Program Evaluation Proposal below. Each student will locate an article from the university library and write a summary identifying the introduction, the literature review, and the evaluation methods. Each student will submit a copy of their article with the summary of the section due according to the course timeline.

Program Evaluation Proposal 30%

This assignment is designed to foster student understanding of program evaluation strategies that may be used in generalist social work practice (e.g., the analysis, monitoring, and evaluation of interventions in a particular program). Consequently, each student will write a program evaluation proposal that must contain the following elements (taken and modified from Royse, Thyer, Padgett, & Logan, 2006).

I. Introduction
   A. Description of the program
   B. Questions about the program to be explored
   C. Purpose of the evaluation and its rationale

II. Relevant Literature Review
   A. The context: theoretical/historical perspectives for understanding the program
   B. A review of relevant literature

III. Evaluation Methods
   A. Design
   B. Procedures
   C. Description of clients in the program
   D. Sampling strategy
   E. Instrumentation
   F. Proposed data analysis

IV. Proposed Timeline and Budget

V. References

VI. Appendices

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Testing via Respondus Monitor
Access to quizzes and exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor. Use of another electronic device is prohibited.

To assure accessibility, there are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz to become familiar with the technology associated with testing and improve the testing environment, if necessary. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course. Refer to ASU’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

If you have any technical problems associated with the test (i.e., webcam or browser difficulties) you should contact the IT Department at (325) 942-2911. You should not count upon immediate resolution of all technical issues, so all are encouraged to avoid waiting until the last minute for exam completion.

Some issues that may be resolved without contacting IT or other means of support, consider running through the following possibilities.

✓ Be sure NOT to mute your microphone. Audio must be on during the testing process.
✓ Be sure to have a light source next to your computer monitor. If your image is dark and difficult to see during the “Student Photo” step, add lighting near the computer. Respondus Monitor is checking your image to verify identification.
✓ Be sure to frame your face and shoulders during the “Student Photo” step.
✓ Be sure to be seated in front of the webcam. When lying on your stomach or reclining on a bed while trying to take the exam may prevent the webcam from continuously capturing your image.
✓ It is HIGHLY RECOMMENDED to use an Ethernet cord to “hard wire” your computer to the Internet router to help ensure a strong and continuous connection with Blackboard while taking the exam.

Persons with Disabilities

Persons with disabilities warranting academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations PRIOR to their implementation. Students who think they may require accommodations are encouraged to make this request early in the semester so that appropriate arrangements can be made as soon as possible. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html.

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# Course Schedule

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<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 8/28 | Course Introduction and Syllabus Review  
Purchase/Order Books  
8/30 Toward Evidence-based Research  
Reading: Chapter 1: *Research Methods for Social Workers (RMSW)* |
| Week 2 9/4 | Ethics and Ethical Issues in Social Science Research  
Reading: Chapter 2: *RMSW*  
9/6 Ethics and Ethical Issues in Social Science Research  
Assignment Due: Student-selected Program for Evaluation |
| Week 3 9/11 | Writing the Research Report and Disseminating Research Findings  
Reading: Chapter 14: *RMSW*  
9/13 Breaking Down the Structure of Research Publications and Presentations  
Assignment Due: Peer-reviewed Article Introduction Summary |
| Week 4 9/18 | Developing Research Problems and Research Questions  
Reading: Chapter 3: *RMSW*  
9/20 From Research Questions to Studying the Literature  
Assignment Due: Program Evaluation Proposal Part I |
| Week 5 9/25 | Conducting the Literature Review and Developing Research Hypotheses  
Reading: Chapter 4: *RMSW*  
9/27 How Research Hypotheses Direct the Research Process |
| Week 6 10/2 | Quantitative Research  
Reading: Chapter 5: *RMSW*  
Assignment Due: Peer-reviewed Article Literature Review Summary  
10/4 Exam 1 – Chapters 1 through 5 & 14: *RMSW* |
| Week 7 10/9 | Qualitative Research  
Reading: Chapter 6: *RMSW*  
10/11 Exam 1 Review and Discussion of Program Evaluation Proposal Progress  
Assignment Due: Program Evaluation Proposal Part II |

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading: Chapter(s) RMSW</th>
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<tr>
<td>Week 8</td>
<td>10/16</td>
<td>Evaluating Programs</td>
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<td>Reading: Chapter 7: <em>RMSW</em></td>
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<td></td>
<td>10/18</td>
<td>Why Program Evaluation is Important to Social Work: Micro to Mezzo to Macro</td>
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<td>Week 9</td>
<td>10/23</td>
<td>Evaluating Individual Practice Effectiveness</td>
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<td>Reading: Chapter 8: <em>RMSW</em></td>
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<td>10/25</td>
<td>Practice-informed Research and Research-informed Practice</td>
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<td>Week 10</td>
<td>10/30</td>
<td>Sampling Issues and Options</td>
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<td>Reading: Chapter 9: <em>RMSW</em></td>
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<td>11/1</td>
<td>Probability and Nonprobability Sampling of Populations</td>
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<td>Week 11</td>
<td>11/6</td>
<td>From Research Problem to Conceptualization and Operationalization</td>
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<td>Assignment Due: Peer-reviewed Article Methodology Summary</td>
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<td>11/8</td>
<td>Measurement Concepts and Issues</td>
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<td>Reading: Chapter 10: <em>RMSW</em></td>
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<td>Week 12</td>
<td>11/13</td>
<td>Exam 2 – Chapters 6 through 10: <em>RMSW</em></td>
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<td>11/15</td>
<td>Exam 2 Review and Discussion of Program Evaluation Proposal Progress</td>
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<td>Week 13</td>
<td>11/19</td>
<td>Methods for Acquiring Research Data</td>
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<td>Reading: Chapter 11: <em>RMSW</em></td>
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<td>Assignment Due: Program Evaluation Proposal Parts III-VI</td>
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<td>11/23</td>
<td>THANKSGIVING BREAK</td>
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<td>Week 14</td>
<td>11/26</td>
<td>Data Collection Instruments</td>
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<td>Reading: Chapter 12: <em>RMSW</em></td>
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<td>11/30</td>
<td>Analyzing Data</td>
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<td>Reading: Chapter 13: <em>RMSW</em></td>
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<td>Assignment Due: Program Evaluation Proposal Final Version</td>
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<td>Week 15</td>
<td>12/3</td>
<td>Program Evaluation Proposal Presentations</td>
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<td>12/7</td>
<td>Program Evaluation Proposal Presentations</td>
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<td>Finals Week</td>
<td>12/11</td>
<td>Exams: Chapters 10, 12, 13, and 14: <em>RMSW</em></td>
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