Department of Social Work
SWK 6367-010
Advanced Research: Program and Practice Evaluation
Semester 2020

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Office Hours: Tuesdays through Fridays – 10:00 a.m. to 1:00 p.m. and by appointment

Course Information

Course Dates and Times
Spring Semester, 2020: January 13th through May 8th
Monday Evenings: 6:00 p.m. to 8:50 p.m. in HHS 208

Course Information

Course Description
The scientific method in social work research is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students will apply quantitative and qualitative methods and analysis in order to gain knowledge and skills about practice and program accountability and effectiveness. Course content will focus upon evaluation of social work practice and programs including single system design, needs assessments, and process and outcome evaluation. Students will also be exposed to the use of the logic model in program design and evaluation.

Course Credits
3 credits

Prerequisite and Co-requisite Courses
Formal admission to the program, completed all M.S.W. foundation curriculum requirements, and be in good standing in the M.S.W. program.
Prerequisite Skills
Accessing Internet websites, working knowledge of the APA’s writing style, using ASU Library resources, using Blackboard, using SPSS, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to Engage In Practice-informed Research and Research-informed Practice (Competency 4 – understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice; know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge; understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing; and understand the processes for translating research findings into effective practice); Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6 – 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; value the importance of human relationships; 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; understand strategies to engage diverse clients and constituencies to advance practice effectiveness; understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies; and value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate); Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7 – 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; 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; understand methods of assessment with diverse clients and constituencies to advance practice effectiveness; recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process; understand how their personal experiences and affective reactions may affect their assessment and decision-making); Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8 – 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; are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities; understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies; understand methods of identifying, analyzing and implementing evidence-informed
interventions to achieve client and constituency goals; and value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration); and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9 – 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; recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes; and understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness).

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in Practice Evaluation Procedures</td>
<td>Practice Evaluation Proposal</td>
<td>Competencies 4 and 9</td>
</tr>
<tr>
<td>Organize and Carry Out a Program Evaluation</td>
<td>Program Evaluation Proposal</td>
<td>Competencies 4 and 9</td>
</tr>
<tr>
<td>Evaluate social programs and social work practice with individuals, couples, families, group, organizations, and communities</td>
<td>Examinations</td>
<td>Competencies 4, 6, 7, 8, and 9</td>
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</tbody>
</table>

### Course Delivery

This is a face-to-face course delivered on the ASU campus and using course media delivered via the ASU’s Blackboard Learning Management System.

### Required Texts and Materials


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.).

**Technology Requirements**

**Testing via Respondus™ Monitor**

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor (See below for the list of needed equipment). Use of any other electronic device is prohibited.

There is one practice quiz: a short 10-question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer running either Microsoft Windows (7 or later), or Mac OSX (10.8 or later)
- The latest version of one of these web browsers: Internet Explorer, Firefox, or Safari
- Microsoft Office Suite or (a compatible Open Office Suite)
- Adobe Acrobat Reader (or a similar PDF reader)
- High-speed Internet access and an Ethernet adapter cable (wireless connections can drop during tests and Collaborate sessions)
- Webcam and microphone

Refer to Angelo State University’s Distance Education website for further technology requirements.

**Topic Outline**

This course follows the chapter structure as laid out in its text’s table of contents, which is presented below:

1. Introduction to Program and Practice Evaluation
2. Ethical Issues in Program and Practice Evaluation
3. Needs Assessment
4. Qualitative and Mixed Methods in Evaluation
5. Formative and Process Evaluation
7. Client Satisfaction
8. Sampling
10. Cost-Effectiveness and Cost Analysis
11. Measurement Tools and Strategies
12. Illustration of Instruments
13. Pragmatic Issues in Program and Practice Evaluation
14. Writing Evaluation Proposals, Reports, and Journal articles

Communication
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (apart from university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next workday.

Written communication via email: All e-mail will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, E-Mail, etc.

Grading
Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Practice Evaluation Proposal</td>
<td>40%</td>
</tr>
<tr>
<td>Program Evaluation Proposal</td>
<td>40%</td>
</tr>
<tr>
<td>Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Practice Evaluation Proposal (40%)
Each student will write a practice evaluation using a single system design of an individual social work practice activity. The outline and structure of the activity will be handed out and discussed in class. Completion of this assignment will be done in class and as part of work assigned out of class sessions.

Program Evaluation Proposal (40%)
Students will write a program evaluation proposal for this course. The outline for this assignment will follow the structure below:

I. Introduction
   A. Organizational description (must be an existing organization)
   B. Organizational mission, vision (if applicable), and values

II. Description of the program to be evaluated (an existing program within the selected organization)
   A. Program name
   B. Program objective
   C. Admission criteria
   D. Individuals served
   E. Services provided

III. Literature review
   A. Programs

IV. Evaluation Methods
   A. Sampling
   B. Measures and Measurement (include objective of the measure, indicator of the measure [measurement device or instrument], to whom it applies, the data source, and who obtains the data for each of the below business and service delivery functions)
      1. Business Functions
      2. Service Delivery Functions
         a. Effectiveness
         b. Efficiency
c. Service Access  
d. Client Satisfaction  
C. Data Collection Intervals (program evaluation design for each business and service delivery function)  
D. Performance Targets (improvement over self, national or state benchmarks, etc.)  

V. Time Frame (when will the evaluation be conducted and how often)  

Examinations (20%)  
There will be 2 examinations in this course. Each of these examinations is worth 10% of your total course grade. Each examination will cover a portion of the assigned readings.  

Assignment Submission  
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at joel.carr@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.  

Late Work or Missed Assignments Policy  
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.  

Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.  

General Policies Related to This Course  
All students are required to follow the policies and procedures presented in these documents:  

- Angelo State University Student Handbook
- Angelo State University Catalog
Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Note: There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These synchronous (i.e., real-time) are scheduled for Tuesday at 0930-0950 and Thursday at 1430-1450.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:
Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
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<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus Review&lt;br&gt;Read Chapter 1: Royse, Thyer, &amp; Padgett</td>
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<td>Jan 13-17</td>
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<tr>
<td>Week 2</td>
<td>Writing Evaluation Proposals and Reports&lt;br&gt;Read Chapter 14: Royse, Thyer, &amp; Padgett</td>
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<td>Jan 20-24</td>
<td>(Jan 20: MLK day-No Class)</td>
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<tr>
<td>Week 3</td>
<td>Ethical Issues in Program and Practice Evaluation&lt;br&gt;Read Chapter 2: Royse, Thyer, &amp; Padgett</td>
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<td>Jan 27-31</td>
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<td>Week 4</td>
<td>Practice Evaluation Proposal Area of Concern Due: Monday, Feb 3 at 23:59&lt;br&gt;Needs Assessments&lt;br&gt;Read Chapter 3: Royse, Thyer, &amp; Padgett</td>
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<td>Feb 3-7</td>
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<tr>
<td>Week 5</td>
<td>Qualitative and Mixed Methods in Evaluation&lt;br&gt;Read Chapter 4: Royse, Thyer, &amp; Padgett</td>
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<td>Feb 10-14</td>
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<td>Week 6</td>
<td>Practice Evaluation Proposal Draft Due: Monday, Feb 17 at 23:59&lt;br&gt;Formative and Process Evaluations&lt;br&gt;Read Chapter 5: Royse, Thyer, &amp; Padgett</td>
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<td>Feb 17-21</td>
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<td>Week 7</td>
<td>Single System Designs&lt;br&gt;Read Chapter 6: Royse, Thyer, &amp; Padgett</td>
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<td>Feb 24-28</td>
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<td>Week 8</td>
<td>Mid-Term Examination (opens Monday, Mar 2 at 0800, and closes Thursday, May 5 at 23:59)</td>
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<td>Mar 2-6</td>
<td>(Spring Break: Mar 9-13)</td>
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<tr>
<td>Week 9</td>
<td>Final Practice Evaluation Proposal Due: Monday, Mar 16 at 2359&lt;br&gt;Client Satisfaction&lt;br&gt;Read Chapter 7: Royse, Thyer, &amp; Padgett</td>
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<tr>
<td>Mar 16-20</td>
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<tr>
<td>Week 10</td>
<td>Sampling&lt;br&gt;Read Chapter 8: Royse, Thyer, &amp; Padgett</td>
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<tr>
<td>Mar 23-27</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Program Evaluation Proposal Introduction Due: Monday, Mar 30 at 2359&lt;br&gt;Group Evaluation Designs&lt;br&gt;Read Chapter 9: Royse, Thyer, &amp; Padgett</td>
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<tr>
<td>Mar 30-Apr 3</td>
<td></td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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| Week 12  Apr 6-10 | Cost-Effectiveness and Cost Analysis  
Read Chapter 10: Royse, Thyer, & Padgett                                                       |
| Week 13  Apr 13-17 | Program Evaluation Proposal Draft Due:  
Monday Apr 13 at 2359  
Measurement Tools and Strategies  
Read Chapter 11: Royse, Thyer, & Padgett                                                    |
| Week 14  Apr 20-24 | Selecting Measures and Instruments  
Read Chapter 12: Royse, Thyer, & Padgett                                                   |
| Week 15  Apr 27-May 1 | Program Evaluation Proposal Due:  
Thursday, Apr 30 at 2359  
Pragmatic Issues  
Read Chapter 13: Royse, Thyer, & Padgett                                                |
| Week 16  May 4-8 | Final Examination (opens Friday, May 1 at 1700, and closes Tuesday, May 5 at 2359)               |

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The Student Learning Outcome’s that are considered “essential” include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**End of Syllabus**

1 [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2 [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)