

Department of Social Work and Sociology
SWK 6367

Advanced Research: Program and
Practice Evaluation
Spring Semester 2022



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Office: Health and Human Services Building, Office 318P

Office Hours: M 08:00 to 10:00, WF 09:00 to 11:00, and TR 09:00 to 11:00

Section 010 Class Days, Times, and Location: M 18:00 to 20:50, HHS 203

Section D20 Live Collaborate Sessions: M 18:00 to 20:50 (Live Attendance is Optional)

Course Information

Course Description

6367 Advanced Research: Program and Practice Evaluation (3-0). 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 Semester Credit Hours

Prerequisite and Co-requisite Courses

Prerequisites: 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, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.

Program Outcomes

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.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Engage in Practice Evaluation Procedures	Practice Evaluation Proposal	Competencies 4, 9
Engage in Program Evaluation Procedures	Program Evaluation Proposal	Competencies 4, 9
Evaluate social programs and social work practice with individuals, couples, families, group, organizations, and communities	Examinations	Competencies 4, 6-9

Course Delivery

Face-to-face sections of this course have learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

Online sections of this course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

Required Texts and Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

Royse, D., Thyer, B., & Padgett, D. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Boston, MA: Cengage. ISBN: 978-1-305-10196-8

NOTE: All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association* (7th ed.).

Recommended Texts and Materials

[NASW Code of Ethics](#)

[Texas Board of Social Work Examiners Webpage \(Code of Conduct and Scope of Practice\)](#)

Technology Requirements

You will need access to Blackboard, Angelo State University's learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

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

- A computer capable of running 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
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Introduction to Program and Practice Evaluation
Ethical Issues in Program and Practice Evaluation
Needs Assessment
Qualitative and Mixed Methods in Evaluation
Formative and Process Evaluation
Single System (Practice Evaluation) Designs
Client Satisfaction
Sampling
Group Program Evaluation) Designs
Cost-Effectiveness and Cost Analysis
Measurement Tools and Strategies
Illustration of Instruments
Pragmatic Issues in Program and Practice Evaluation
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 (with the exception of university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next work day.

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.

Assessment	Percent/Points of Total Grade
Practice Evaluation Proposal	40%
Program Evaluation Proposal	40%

Assessment	Percent/Points of Total Grade
Examinations	20%

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
- F = 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%)

Practice evaluation may be defined as the act of evaluating your individual practice activities. Each student will write a practice evaluation of an individual social work practice activity.

Program Evaluation Proposal (40%)

An evaluation proposal is a written outline of a thoughtfully planned study. This description communicates the author’s knowledge of the program and intent of the evaluation. Each student will write a program evaluation proposal for this course. Details of the program evaluation include:

I. Introduction

- A. Organizational Description (a real organization in the community)
- B. Organizational Mission, Vision, and Values

II. Description of the Program to be Evaluated (a real program in the identified organization)

- A. Program Name
- B. Program Objective(s)
- C. Admission Criteria
- D. Individuals Served

- E. Services Provided
- III. Literature Review (a brief review of literature relating to the program)
- 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 two (2) online, closed book, essay exams in this course. Each of these examinations is worth 10% of your total course grade. You may have ONE (1) attempt for each exam. ***You will not be allowed to use books, notes, ppts, or any other type of assistive materials.*** You will take each of these examinations via Blackboard using the Respondus LockDown monitor/browser.

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 Sunday and ends on Saturday. 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 no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus

unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work 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 Handbook¹](#)
- [Angelo State University Catalog²](#)

Student Responsibility and Attendance

For Face-to-Face Sections: This is a face-to-face class. Attendance is expected and required. 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 10 study hours per week on average.

For Online Sections: 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 complete 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 10 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 collaborate sessions will be recorded and posted in the course modules for students who need or desire a pure asynchronous experience.

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 website⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

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 Procedures⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy⁶ 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](#).⁷

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](#)⁸ 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.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18 - 22	Course Introduction Read Chapter 1: Royse, Thyer, & Padgett
Week 2 Jan. 23 - 29	Read Chapter 14: Royse, Thyer, & Padgett
Week 3 Jan. 30 - Feb. 5	Read Chapter 2: Royse, Thyer, & Padgett
Week 4 Feb 6 - 12	Practice Evaluation Proposal Area of Evaluation Due: 2/12 at 23:59 Read Chapter 3: Royse, Thyer, & Padgett
Week 5 Feb. 13 - 19	Read Chapter 4: Royse, Thyer, & Padgett
Week 6 Feb. 20 - 26	Practice Evaluation Proposal Draft Due: 2/26 at 23:59 Read Chapter 5: Royse, Thyer, & Padgett

Week/Date	Topic/Assignments/Assessments DUE
Week 7 Feb. 27 - Mar. 5	Read Chapter 6: Royse, Thyer, & Padgett
Week 8 Mar. 6 - 12 Spring Break: Mar. 13 - 19	Mid-Term Examination Due: 3/12 at 23:59
Week 9 Mar. 20 - 26	Final Practice Evaluation Proposal Due: 3/26 at 23:59 Read Chapter 7: Royse, Thyer, & Padgett
Week 10 Mar. 27 - Apr. 2	Program Evaluation Proposal Introduction Due: 4/2 at 23:59 Read Chapter 8: Royse, Thyer, & Padgett
Week 11 Apr. 3 - 9	Read Chapter 9: Royse, Thyer, & Padgett
Week 12 Apr. 10 - 16	Program Evaluation Proposal Draft Due: 4/16 at 23:59 Read Chapter 10: Royse, Thyer, & Padgett
Week 13 Apr. 17 - 23	Read Chapter 11: Royse, Thyer, & Padgett
Week 14 Apr. 24 - Apr. 30	Final Program Evaluation Proposal Due: 4/30 at 23:59 Read Chapter 12: Royse, Thyer, & Padgett
Week 15 May 1 - 7	Read Chapter 13: Royse, Thyer, & Padgett
Week 16 May 8 - 13	Final Examination Due: 5/9 at 23:59

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/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>