A. Description of Course Content

Council on Social Work Education (CSWE) Educational and Policy Accreditation and Standards (EPAS) Policy 2.1.6 – Engage in research-informed practice and practice-informed research:

Social workers 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. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry, and
- use research evidence to inform practice (2008, p. 5).

University of Texas at Arlington Catalogue Description of Course Content: Advanced course in the application of research principles and techniques. Topics include regression and statistical control, analysis of variance, questionnaire construction, evaluation research, and computerized tabulation and analysis of data. Mini-projects require the student to apply these techniques in the context of social work practice. Required of all students.

Expanded Description of Course Content:
Building on previous courses, particularly Research I, in this course an evidence informed approach to social work practice and the delivery of human service program is emphasized. In this course quantitative and qualitative research methods and commonly used statistical procedures and approaches are applied to the evaluation of social work practice interventions and the evaluation of human service programs. In this course these research skills and knowledge are presented from the perspective of promoting diversity and social and economic justice in the evaluation of social work intervention and the delivery of human service programs.

B. Student Learning Outcomes

1. Demonstrate an understanding of the role of research in the evaluation of social work practice and the delivery of human service programs.
2. Display an understanding of ethical, political and managerial implications of conducting evaluation research in human service organizations.
3. Articulate a rational for how evaluation results can be used to improve human services, advance the interest of stakeholders and inform social work practice.
4. Utilize empirical studies as a knowledge base to support professional interventions, programs, and decisions in human service agencies.
5. Develop goals and objectives for practice and program evaluation inclusive of diversity and social and economic justice.
6. Design a valid social work practice and program evaluation with an understanding of issues in evaluation related to cultural diversity, gender, sensitive topics, sexual orientation, and ethical concerns.
7. Determine and use relevant statistical procedures to analyze evaluation data in order to determine effectiveness.
8. Present evaluation results to various audiences in a professional manner.

Note: The course instructor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained.

EPAS Practice Competencies taught, practiced, and assessed in this course:

<table>
<thead>
<tr>
<th>Practice Competency</th>
<th>Taught/Practiced</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</td>
<td>Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner</td>
<td>Discussion boards and SSRD and Program Evaluation reports</td>
</tr>
<tr>
<td>EP 2.1.2 – Apply social work ethical principles to guide professional practice</td>
<td>Readings, PowerPoints, and discussion board dialogues</td>
<td>Human subjects certification; discussion boards, quizzes, and SSRD and Program Evaluation reports</td>
</tr>
<tr>
<td>EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments</td>
<td>Readings, PowerPoints, and discussion board dialogues</td>
<td>Discussion boards, SSRD and Program Evaluation reports</td>
</tr>
</tbody>
</table>
EP 2.1.4 – Engage diversity and difference in practice
Readings, PowerPoints, and discussion board dialogues
Quizzes, discussion boards, and SSRD and Program Evaluation reports

EP 2.1.6 – Engage in research-informed practice and practice-informed research
Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner
Discussion boards, quizzes, and SSRD and Program Evaluation reports

EP 2.1.9 – Respond to contexts that shape practice
Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner
Discussion boards, quizzes, and SSRD and Program Evaluation reports

C. Required Textbooks and Other Course Materials

Required Texts:

Required Computer Software:
Microsoft Word 2007 or later

Note on Computer Software:
We will use SPSS for statistical analysis in this class. Although the use of the software will be demonstrated on many occasions in class modules, this is not a technology course. The focus of this class will be on the implementation, understanding, and interpretation of statistical findings used in practice and program evaluation research, not on instruction on how to use the SPSS software. Those students who are totally unfamiliar with SPSS software may also want to consider:

1. The Office of Information Technology at UTA offers an Introduction to SPSS course free to UTA students.
   For more information about these courses and other technology services: http://www.uta.edu/oit/cs/training/classes/statistics.php
2. There are excellent, free online SPSS tutorials available via YouTube:
   • http://www.youtube.com/watch?v=eTHvIEzS7qQ (SPSS)

SPSS Access:
The SPSS Software is available at many different computer sites.
• Architecture Building Rooms 319 and 324
• Fine Arts Building Rooms 404/411/411A/412/412A
• Ransom Hall **open 24 hours*
• University Hall Room B00
• Business Building Rooms 338/34
• ELB Lab Room 256 of Engineering Building
SOCW 5313-002

For more information about these labs go to:
http://www.uta.edu/oit/cs/computerlabs/index.php

Additional Reading Materials:

All readings other than textbook chapters, e.g., journal articles, will be available on the course Canvas site under the assigned learning module for that/(those) reading(s).

Learning Modules:

Weeks are organized by learning modules. Students will be responsible for accessing each week’s learning modules, which will generally contain a PowerPoint that corresponds with the week’s topics and reading assignments (per the syllabus). There may also be additional materials for review in the learning module. The PowerPoints will contain all of the tasks for this week’s learning module, e.g., assignments, quiz, etc.

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Specific assignments are:

1. **Six Reading Quizzes (30%)**: There will be Six (6) ten-question quizzes in this course that will be administered via Canvas. The quizzes will cover information for selected week’s readings (textbooks and journal articles) and PowerPoint materials. You may complete the quiz at any time between Tuesday and Saturday. **Quizzes cannot be re-accessed once submitted.** All quizzes will open up at 12:00 AM CT on Tuesday and close at 11:59 PM CT on Saturday. (Student Learning Outcomes 1-8)

2. **Written Assignment (20%)**: This assignment will require you to work independently to complete a single-system research design (SSRD) project. Specific details about this assignment will be provided in class. (Student Learning Outcomes 1-7)

3. **Data Analysis Exercises (10%)**: 
You will be asked to complete two data analysis exercises. Instructions for each exercises will be contained, in detail, on the assignment sheet, which will be available under the designated Learning Module for that week. (Student Learning Outcomes 7)

4. **Exams (40%; 15%/25%):**
   There will be two exams in this class: mid-term and final exam. The exams are developed to test your knowledge of the material presented in your reading assignments and classroom discussions. The exams will be over everything covered during the semester. The mid-term exam is worth 15% of your final grade and the final exam is worth 25% of your final grade. The format of the exams will be mixed, potentially including multiple choice, true/false, and essay. (Student Learning Outcomes 1-3)

   Midterm Exam: **Tuesday October 1st, to Saturday October 5th, 2019, 11:59PM**
   Final Exam: **Thursday December 5th, to Friday December 6th, 2019, 11:59PM**

**APA Format**
**All written assignments submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association* (6th ed.). Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading.**


**F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this graduate-level course, I expect perfect attendance, and any student who misses more than (3) scheduled classes will receive an “F” in the class. In the event of extenuating circumstances, please notify me ahead of time to the degree possible.

**G. Grading**
Grade Itemization:

Single Subject Research Design Paper  
25%  
Data Analysis Exercises (5% each)  
10%  
   Descriptive Statistics  
   Bivariate Statistics  
Quizzes  
30%  
Mid-term exams  
15%  
Final exams  
20%

Grading Scale

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>59</td>
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Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

To avoid receiving a failing grade due to absences, it is the student’s responsibility to withdraw from or drop the class according to University guidelines and time frames. An incomplete grade for the semester will only be considered in the event of a documented medical emergency. Students are expected to keep a copy of all assignments submitted.

H. Make-Up Exams

No make-up quizzes, either before or after the scheduled date, will be given without a documented excuse. Students who do not complete the quiz by the specified date and time, with no explanation, will receive a zero (0) for that quiz. Exceptions will be made in extraordinary circumstances and with proper documentation.

Late written assignments will be reduced by five (5) points for each day that they are late. Exceptions will be made in extraordinary circumstances and with proper documentation.

I. Course Schedule

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Main Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>Labour Day – No Class</td>
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<tr>
<td>September 2, 2019</td>
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<tr>
<td>Session 3</td>
<td>What is Evaluation Research? Ethical and Cultural Issues in Practice and Program Evaluation</td>
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<tr>
<td>September 9, 2019</td>
<td>Royse et al., Ch. 1: Introduction</td>
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<td>Royse et al. Ch. 2: Ethical Issues in Program Evaluation</td>
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<td></td>
<td>Quiz 1 – (Quiz covers readings from Session 3. Quiz is due on Saturday September 14th 2019, 11:59pm)</td>
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<td>Session 4</td>
<td>Single System Research Designs</td>
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<tr>
<td>September 16, 2019</td>
<td>Royse et al. Ch. 6: Single System Research Designs</td>
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<td></td>
<td>Quiz 2 (Quiz covers readings from Session 4. Quiz is due on Saturday September 21st 2019, 11:59pm)</td>
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<td>Session 5</td>
<td>Conceptualization and measurement</td>
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<tr>
<td>September 23, 2019</td>
<td>Royse et al. Ch. 11: Measurement Tools and Strategies</td>
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<td></td>
<td>Royse et al. Ch. 12: Selecting the Best Evaluation Measure for Your Project</td>
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<td>Quiz 3 (Quiz covers readings from Session 5. Quiz is due on Saturday September 28th 2019, 11:59pm)</td>
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<tr>
<td>Session 6</td>
<td>Needs Assessments Introduction to Data Analysis</td>
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<tr>
<td>September 30, 2019</td>
<td>Royse Ch. 3: Needs Assessment</td>
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<td></td>
<td>Mid-term Exam (Available Tuesday October 1st to Saturday October 5th, 11:59pm)</td>
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<tr>
<td>Session 7</td>
<td>Data Analysis for Program Evaluation Using SPSS</td>
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<tr>
<td>October 7,</td>
<td>No assigned readings</td>
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</table>
| Session 8 | Descriptive Univariate Statistics | Royse et al. Ch. 5: What Are Formative and Process Evaluations?  
Royse et al. Ch. 7: Client Satisfaction  
(Quiz covers readings from Session 8. *Quiz is due on Saturday October 19th, 2019, 11:59pm*) |
| --- | --- | --- | --- |
| Session 9 | Group Research Designs  
Cost Effectiveness  
Cost Analysis | Royse et al. Ch. 9: Group Research Designs  
Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis  
| Session 10 | Sampling | Royse et al. Ch. 8: Sampling  
Wolbrink, T., & Treischl, E. (2016). Selection bias in students’ evaluation of teaching: Causes of student absenteeism and its consequences for course | Quiz 5  
(Quiz covers readings from Session 10. *Quiz is due on Saturday*) |
<table>
<thead>
<tr>
<th>Session 11</th>
<th>November 4, 2019</th>
<th>Individual work on SSRD Final Paper</th>
<th>No assigned readings</th>
<th>November 2nd, 2019, 11:59pm</th>
</tr>
</thead>
</table>
| Session 12 | November 11, 2019 | Data Analysis for Program Evaluation and SPSS II  
Bivariate statistics  
T-tests  
Chi-square | No assigned readings |
| Session 13 | November 18, 2019 | Qualitative and Mixed Method Approaches to Program Evaluation | Royse et al. Ch. 4: Qualitative and Mixed Methods in Evaluation  
(Quiz covers readings from Session 13. **Quiz is due on Saturday November 23rd, 2019, 11:59pm**) |
Royse et al. Ch. 14: Writing Evaluation Proposals, Reports, and Journal Articles  
| Session 15 | Final Review Week | No assigned readings | Final SSRD Paper is due on Tuesday |
Final Exam will open on Thursday December 5th and close on Friday 6th at 11:59pm, 2019 via Canvas

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday
through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides.......................... http://libguides.uta.edu
Subject Librarians........................ http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ................. http://library.uta.edu/how-to
Connecting from Off-Campus...... http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have
officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Q. Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**R. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX)* or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

**S. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the
following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.