A. Description of Course Content

This course is designed to provide students with an understanding of and ability to analyze, monitor, and evaluate evidence informed interventions and human service programs. In this course quantitative and qualitative research methods and approaches are applied to the scientific and ethical evaluation of evidence informed interventions and human service programs. Research skills and knowledge are presented from the perspective of promoting diversity and social and economic justice in the evaluation of social work.

Prerequisite: Advanced Standing OR SOCW 5308.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced courses at the MSW level incorporate advanced competencies that are specific to a student’s
specialty area. This course is required of all MSW students, and addresses Competencies 1, 4, and 9 at the advanced specialty level, as indicated in the following tables.

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
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<tbody>
<tr>
<td>Aging</td>
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<table>
<thead>
<tr>
<th>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</th>
<th>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</th>
<th>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and decipher ethical dilemmas in health care practices affecting individuals, organizations, and communities.</th>
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<tbody>
<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate Social work values.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values and maintain professional demeanor in behavior; appearance; and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
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<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective approach in health care service delivery.</td>
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<tr>
<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
<td>Implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities.</td>
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<td>Critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy.</td>
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<td>Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.</td>
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<td>Are knowledgeable about the history of community and administrative practice in the profession Value interdisciplinary collaborations.</td>
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<td>Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.</td>
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<td>Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication.</td>
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<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
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</tr>
<tr>
<td><strong>Aging</strong></td>
<td><strong>Children &amp; Families</strong></td>
<td><strong>Mental Health &amp; Substance Abuse</strong></td>
</tr>
<tr>
<td>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.</td>
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<tr>
<td>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</td>
<td>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
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</tbody>
</table>

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<tr>
<th>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td><strong>Aging</strong></td>
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<tr>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</td>
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</table>

**For the purposes of Quality Matters Certification, the following course objectives apply:**

1. Demonstrate ethical and professional behavior when designing and conducting research with clients and community partners.
2. Explain the major concepts in Single Subject Research Design (SSRD).
3. Demonstrate skills to conduct and assess a Single Subject Research Design.
4. Explain the major concepts in program evaluation.
5. Demonstrate skills to conduct a community-based program evaluation.
6. Demonstrate skills to collect, analyze, and interpret data.
7. Demonstrate skills to effectively communicate results of a community-based program evaluation.

**C. Required Textbooks and Other Course Materials**


**Required Computer Software:**

Microsoft Word 2007 or later

Microsoft Excel 2010 or later

**Note on Computer Software:**

We will use Excel 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 Excel software. Those students who are totally unfamiliar with EXCEL software may also want to consider:
There are excellent, free online EXCEL tutorials available via YouTube:
http://www.youtube.com/watch?v=8L1OVkw2ZQ8

Additional Reading Materials:

All readings other than textbook chapters, e.g., journal articles, will be available on the course 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., discussion board prompt, assignments, quiz, etc.

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

1. Reading Quizzes: (25 points) A quiz will be administered online in designated modules. The quiz will cover information for that session’s readings (textbooks and journal articles) and PowerPoint materials. You will have 60 minutes to complete the quizzes. You may complete the quiz at any time during that session, but once you have opened the quiz, you must complete it within the designated 60 minutes. You are allowed to have two attempts for each quiz and the higher score will be recorded. There are no make-up quizzes. All quizzes will open up at 12 AM CT on Tuesday and close at 11:59 PM CT on Addresses competencies 1, 4, and 9.

2. Written Assignments (50 points): You will be required to complete two written assignments during the semester. More detailed instructions will be contained under the Assignments section of the Addresses competencies 1, 4, and 9.
   ◦ For the first assignment, you will be asked to complete a single-system evaluation project (SSRD). This is an individual written assignment.
   ◦ The second assignment will require you to work in a group to conduct a program evaluation and prepare a written report of the evaluation and the results. The instructor will assign students to groups during the first week of the semester. As part of this assignment, you will also be asked to evaluate your group members through a peer evaluation.

3. Group Project Presentations (5 points): As part of the group program evaluation, groups will prepare an
oral presentation of their final report with visual aids. At a minimum, please use PowerPoint for these presentations, but alternative software/formats, e.g., Prezi, YouTube, etc., are also allowed. Groups are encouraged to incorporate video and other multi-media components into these presentations. Each presentation should have an accompanying More detailed instructions will be contained under the Assignments section of the course. Addresses competencies 1 and 9.

4. **Data Collection and Analysis Exercises (10 points):** Instructions will be available when it is assigned.

5. **Class materials presentation.** Each student will be assigned one article (from required, additional, and other readings) to present to the class using PPT. The presentation is expected to be between 5-10 minutes. Details will be provided. Addresses competencies 1, 4, and

6. **Contribution to class discussions (5 points):** This evaluates how actively you participate in class discussions. You will be asked to write a short summary of your contributions to class discussion and provide a self-evaluation, which will be taken into consideration into grading. Addresses competencies 1, 4, and

**All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association.* 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.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes (10 quizzes)</td>
<td>25 points</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Project Presentations</td>
<td>5 points</td>
</tr>
<tr>
<td>Data Analysis Exercises</td>
<td>10 points</td>
</tr>
<tr>
<td>Class materials presentation</td>
<td>5 points</td>
</tr>
<tr>
<td>Contribution to class discussions</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

**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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

Students are expected to

Attend class every time and actively participate in discussions.
Check the course homepage, calendar, announcements, assignment page, your email, and the course discussion board several times a week.

Keep up with your readings, assignments, and on-line quizzes (as applicable). They must be finished by the due date listed in the assignment description.

G. Grading

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or lower

To avoid receiving a failing grade, 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.

Late assignments are not accepted for quizzes. For other assignments, a penalty of 20% of the scores will be applied to submissions less than one day late. Additional penalty will be applied for additional delay with an increment of 20% for each day. I will consider an exception or waiving the penalty only when strong justifications are provided with supporting documents.

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.

H. Make-Up Exams

There are no make-up exams.

I. Course Schedule

<table>
<thead>
<tr>
<th>Class date</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/25</td>
<td>Introduction to Course</td>
<td>Royse et al., Ch. 1: Introduction</td>
<td>Syllabus Quiz</td>
<td>02/01</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Quiz Date</td>
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</table>
| 02/01  | Ethical and Cultural Issues in Practice and Program Evaluation | Royse et al. Ch. 2: Ethical Issues in Program Evaluation  
Grinnell, Gabor, & Unrau - Chapter 6 - Cultural Competence  
| 02/08  | Single System Research Designs             | Royse et al. Ch. 6: Single System Research Designs  
| 02/15  | Conceptualization and Measurement Data Collection | Royse et al. Ch. 11: Measurement Tools and Strategies  
Royse et al. Ch. 12: Selecting the Best Evaluation Measure for Your Project  
| 02/22  | Needs Assessments                          | Royse Ch. 3: Needs Assessment  
| 03/01  | Qualitative and Mixed Method Approaches to Program Evaluation | Royse et al. Ch. 4: Qualitative and Mixed Methods in Evaluation  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>03/08</td>
<td>Formative and Process Evaluations</td>
<td>Royse et al. Ch. 5: What Are Formative and Process Evaluations? Royse et al. Ch. 7: Client Satisfaction</td>
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<tr>
<td>04/05</td>
<td>Cost Effectiveness Cost Analysis</td>
<td>SSRD Final Paper</td>
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<td>04/12</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### 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. 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.

The following is a list of commonly used library resources:

- [Library Home Page](#)
L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

O. 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.