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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Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.

Select and incorporate ethical decision-making frameworks that integrate Social work values.

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.

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.

Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.

Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

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.

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.

Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective approach in health care service delivery.

Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities.

Critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy.

Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.

Are knowledgeable about the history of community and administrative practice in the profession Value interdisciplinary collaborations.

Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.

Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication.
### Competency 4: Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
<th>Community &amp; Administrative Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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. 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>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. Develop effective models, programs, policies and interventions and assess their effectiveness. Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities. Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings.</td>
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</tbody>
</table>

### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
<th>Community &amp; Administrative Practice</th>
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<table>
<thead>
<tr>
<th>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</th>
<th>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</th>
<th>Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes.</th>
<th>Value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</td>
<td>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</td>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</td>
<td>Distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.</td>
</tr>
<tr>
<td>For the purposes of Quality Matters Certification, the following course objectives apply:</td>
<td>1. Demonstrate ethical and professional behavior when designing and conducting research with clients and community partners.</td>
<td>2. Explain the major concepts in Single Subject Research Design (SSRD).</td>
<td>3. Demonstrate skills to conduct and assess a Single Subject Research Design.</td>
</tr>
<tr>
<td>4. Explain the major concepts in program evaluation.</td>
<td>5. Demonstrate skills to conduct a community-based program evaluation.</td>
<td>6. Demonstrate skills to collect, analyze, and interpret data.</td>
<td>7. Demonstrate skills to effectively communicate results of a community-based program evaluation.</td>
</tr>
<tr>
<td>Required Computer Software:</td>
<td>Microsoft Excel 2010 or later</td>
<td>Note on Computer Software:</td>
<td>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:</td>
</tr>
</tbody>
</table>
There are excellent, free online EXCEL tutorials available via YouTube:
http://www.youtube.com/watch?v=8L1OVkw2ZO8

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

==OPEN EDUCATIONAL RESOURCES (OER) AVAILABLE TO YOU AT NO COST==

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 may complete the quiz at any time during the session, but once you have opened the quiz, you must complete by the due date. Quizzes cannot be re-accessed once submitted. Addresses competencies 1, 4, and 9.
2. Written Assignments (50 points): You will be required to complete two written assignments during the semester. For the first assignment, you will be asked to complete a single-system evaluation project (SSRD). This is an group written assignment with a group of 2-3 students and is worth 10 points. The second assignment will require you to work in a group of 5-7 students to conduct a program evaluation and prepare a written report of the evaluation and the results. This assignment is worth 40 points. The instructor will assign students to groups during the first session of the semester. As part of this assignment, you will also
be asked to evaluate your group members through a peer evaluation. More detailed instructions will be contained under the Assignments section of the course. *Addresses competencies 1, 4, and 9.*

3. **Data Collection and Analysis Exercises (10 points):**

4. **Online Discussion Forums (15 points):** You will be asked to participate in a series of online discussion forums. The purpose of these discussions is to help students connect the course content to the written assignments, allow the instructor to gauge student learning, and encourage cross-dialogue among students and the instructor. You will be expected to respond to the instructor’s prompt and to also respond to two other students’ responses. *Addresses competencies 1, 4, and 9.*

**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: SSRD</td>
<td>10 points</td>
</tr>
<tr>
<td>Written Assignments: Program Evaluation Report</td>
<td>40 points</td>
</tr>
<tr>
<td>Data Analysis Exercises</td>
<td>10 points</td>
</tr>
<tr>
<td>Online Discussion Forums (10 discussion forums)</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</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.

**G. Grading**

Scores will NOT BE ROUNDED UP to determine a numeric grade. For example, if you have a 89.9%, this will be considered a B; that is, in order to make an A you must earn 90.000% or higher of potential points.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89.999%</td>
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</table>
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

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Assignment with Due Dates</th>
</tr>
</thead>
</table>
| 1      | Introduction to Course  
==  
What is Evaluation Research | Course Syllabus online  
==  
Royse et al., Ch. 1:  
==  
==  
1/24: Syllabus Quiz  
==  
1/31: Graded Discussion Board #1 |
| 2      | 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  
==  
==  
1/31: Quiz #1  
==  
1/31: Team Contract |
| 3      | Single System Research Designs | Royse et al. Ch. 6: Single System Research Designs  
==  
==  
2/7: Graded Discussion Board #3 |
| 4      | 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  
==  
==  
2/14: Graded Discussion Board #4 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments/References</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Needs Assessments</td>
<td>Royse Ch. 3: Needs Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/21: Data Assignment #1 - Data Collection and Data Entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/21: Graded Discussion Board #5</td>
</tr>
<tr>
<td>6</td>
<td>Qualitative and Mixed Method Approaches to Program Evaluation</td>
<td>Royse et al. Ch. 4: Qualitative and Mixed Methods in Evaluation</td>
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<td></td>
<td></td>
<td>2/28: Quiz #4</td>
</tr>
<tr>
<td></td>
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<td>2/28: Graded Discussion Board #6</td>
</tr>
<tr>
<td>7</td>
<td>Formative and Process Evaluations Client Satisfaction Surveys</td>
<td>Royse et al. Ch. 5: What Are Formative and Process Evaluations?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Royse et al. Ch. 7: Client Satisfaction</td>
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<tr>
<td></td>
<td></td>
<td>3/7: Quiz #5</td>
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<tr>
<td></td>
<td></td>
<td>3/7: Graded Discussion Board #7</td>
</tr>
<tr>
<td>8</td>
<td>Sampling</td>
<td>Royse et al. Ch. 8: Sampling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/14: Quiz #6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/14: SSRD Paper</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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</tbody>
</table>
| 9    | Group Research Designs | Royse et al. Ch. 9: Group Research Designs  
3/28: Graded Discussion Board #8 |
| 10   | Cost Effectiveness Cost Analysis | Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis  
4/18: Quiz #10 |
| 14   | Group Work on Program Evaluations | No assigned readings | 5/2: Program Evaluation Report |
| 15   | Group Work on Program Evaluations | No assigned readings | 5/4: Program Evaluation Peer Evaluations  
5/7: Graded Discussion Board #10 |

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
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

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.