**SOCW 6324**

**Research and Evaluation Methods in Social Work II**

**Fall 2012**

**Instructor:** Courtney Cronley, Ph.D.

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**Class Day and Hours:** Wed., 2:00-4:50 PM

**Office Hours:** Wed., 10:30 – 12:30 PM and by appointment

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**I. Description of Course Content**

EPAS Policy Statement (Research):

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practices.

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.

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.

Prerequisite: SOCW 5322

**II. Course Materials:**

Required Texts:

Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable*

*professional* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Royse, D., Thyer, B.A., & Padgett, D. K. (2010). *Program evaluation: An introduction (5th Ed.)*.

Belmont, CA: Wadsworth.

Supplemental Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological*

*Association* (6th Ed.). Washington DC: Author.

Rubin, A., & Babbie, E. (2008). *Research methods for social work* (6th Ed.). Belmont, CA:

Thomson Brooks/Cole. (This is the textbook used in Research I.)

Szuchman, L.T. & Tomlison, B. (2007). *Writing with Style: APA Style for Social Work* (3rd

Edition). Belmont, CA: Brooks/Cole.

York, R.O. (2009). *Evaluating human services: A practical approach for the human service*

*professional*. Boston, MA: Pearson.

Additional Materials:

All additional readings, e.g., journal articles, will be available on the course Blackboard site in the folder titled, *Additional Readings*. Most classes will also have a set of corresponding PowerPoint slides, all of which will be available on Blackboard under the folder titled *PowerPoint Slides* Students are responsible for downloading the readings and PowerPoints for each class prior to the class. No hard copies will be provided in class.

All assigned readings should be completed prior to the day of class for which they are assigned.

Computer Software:

We will use Excel and SPSS for statistical analysis in this class. Although the use of the software will be demonstrated on many occasions in class, 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 work the SPSS and Excel software. Those students who are totally unfamiliar with SPSS and EXCEL software may also want to consider:

1. The Office of Information Technology at UTA offers an Introduction to SPSS course and an Introduction to EXCEL course free to UTA students. For more information about these courses and other technology courses go to: [www.oit.uta.edu/cs/training](http://www.oit.uta.edu/cs/training)
2. An online SPSS and/or EXCEL tutorial: Google SPSS and EXCEL and choose the ones that fit your needs; some are more advanced than others.

SPSS Access:

The SPSS Software is available at many different computer sites.

1. The School of Social Work E-Library (SWEL). For information about the hours this site is open see: <http://library.uta.edu/swel/>

2. Additional Computer Labs on Campus for SPSS:

Fine Arts Building Rooms 404/411/411A/412/412A

Business Building Rooms 338/340

Ransom Hall (All) \*\*open 24 hours\*\*

University Hall Room B004.

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

#### **III. Course Requirements**

In general, the student is expected to:

1. Read assigned texts and be prepared to discuss the content.
2. Participate in all course exercises, both in and out of class.
3. Complete all written and data analysis assignments.

Specific assignments are:

1. **Weekly Reading Quizzes:** A ten-question quiz will be administered online each week. The quiz will cover information from the upcoming week’s reading (textbook and journal articles). Students will have an entire week, until 2 PM on the day of the class for which the readings are assigned, to complete the exam. (Student Learning Outcomes 1-8)
2. **Written Assignments:** There will be two written assignments to be completed during the semester. For the first assignment, students will be asked to complete a single-system evaluation project. This is an independent written assignment. The second assignment will require students, in a group, to conduct a program evaluation and prepare a written report of the evaluation and the results. (Student Learning Outcomes 1-7)
3. **Community-Engaged Service-Learning Reflections:** Various assignments will require students to engage with a community partner in the completion of the program evaluation. These assignments are scheduled on the course calendar. Students will be required to reflect in writing on their experiences working with the community partner at various stages in the program evaluation process. Three written reflections are required and will be completed independently. (Student Learning Outcomes 1-6)
4. **Class Presentations**: As part of the group program evaluation, groups will prepare a class presentation to present the evaluation and results.All members of the group are expected to participate equally in the project and presentation and will be asked to submit collectively a report. (Student Learning Outcomes 8)
5. **Data Analysis Exercises:** Students will be asked to complete three data analysis exercises. The first exercise will be completed independently, and the second and third with a partner. (Student Learning Outcomes 7)

\*\* 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 will be considered in grading.\*\*

**IV. Grading:**

Grading Criteria:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in class discussions and exercises.

Grade Itemization:

Single Subject Research Design Paper (100 pts.) 25%

Group Program Evaluation Paper (100 pts.) 25%

Program Evaluation Presentation (100 pts.) 5%

Data Analysis Exercises (100 pts. total) 15%

Data Collection

Descriptive Statistics

Bivariate Statistics

Weekly Quizzes (100 pts.) 20%

Service-Learning Reflections (100 pts. total) 10%

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

Fail = 59 or lower

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.**

**V. Make-up Assignment Policies:**

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

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

**VI. Additional Class and University Policies:**

Communication:

Please send questions and concerns to me via email if you cannot meet during office hours. I will make every effort to reply within 24 hours. All course materials and announcements will be available on the course site at Blackboard. In addition, all changes in the syllabus and course schedule will be announced in class and through email. **Students are responsible for checking their UTA issued email and the Blackboard site regularly.**

Attendance Policy:

Students are expected to be on time and attend all class sessions, complete reading assignments PRIOR to class, and be prepared to participate in class discussions and small group activities.

Drop Policy:

Refer University web site for information about the University class drop policy and to the University calendar for information on the current drop date deadlines.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty **by the second week of class,** of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability.](http://www.uta.edu/disability) Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Written Work:**

**Text citations and reference lists must be in correct APA (6th ed.) format. All sentences should be a product of the student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar.**

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, **plagiarism, collusion**, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Writing Resources:

The SSW Writing Resources Coordinator, Dr. Christopher Kilgore, is available to assist with all aspects of the written assignments including outlining, thesis development, structure, grammar and APA. He is available by appointment at [chriskilgore@uta.edu](mailto:chriskilgore@uta.edu). His office is in SSW A-201D.

Librarian to Contact:

John Dillard in the Social Work Electronic Library, SSW A-111. His email is dillard@uta.edu.

Grade Grievance Policy:

Information may be found in the Graduate Catalog.

**VII. Course Outline/Topics and Readings:**

**Week One: Aug. 29**

**Topic:** Introduction

**Readings:**

* Course Syllabus on Blackboard
* Faul, A.C., McMurtry, S.L., Hudson, W.W. (2001). Can empirical practice techniques improve social work outcomes? *Research on Social Work Practice, 11*(3), 277-299.

**Week Two: Sept. 5**

**Topic:**

* What is Evaluation Research?
* Ethical and Cultural Issues in Practice and Program Evaluation

**Readings:**

* Royse et al., Ch. 1: Introduction
* Royse et al. Ch. 2: Ethical Issues in Program Evaluation
* Allen-Meares, P. (2008). Cultural competence: An ethical requirement. *Journal of Ethnic and Cultural Diversity in Social Work, 16,* 3/4, 83-92.
* Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399.

**Assignments:**

* Quiz 1 on Blackboard. It covers today’s readings.
* Reflection 1

**Week Three: Sept. 12**

**Topic:**

Single System Research Designs

**Readings:**

* Bloom et al. Ch. 1: Integrating Evaluation and Practice
* Bloom et al. Ch. 2: Basic Principles of Single-System Designs
* Bloom et al. Ch. 12: Baselining
* Bloom et al. Ch. 20: Visual Analysis of Single-System Design Data
* Larwin, K.H. & Larwin, D.A. (2008). Decreasing excessive media usage while increasing physical activity: A single-subject research study. *Behavior Modification, 32*(6), 938-956.

**Assignment:**

* Quiz 2 – It covers today’s readings.
* SSRD Paper Topic turned in on Blackboard
* UTA Human Subjects Certification (HSC) training module at: http://www.uta.edu/ra/oric/training/

**Week Four: Sept. 19**

**Topics:**

**Conceptualization and Measurement**

**Readings:**

* Bloom et al. Ch. 2: Basic Principles of Conceptualization and Measurement
* Bloom et al. Ch. 3: Specifying Problems and Goals: Targets of Intervention
* Hoe, M. & Brekke, J. (2009). Testing the cross-ethnic construct validity of the Brief Symptom Inventory. *Research on Social Work Practice*, *19*(1), 93-103

### Nugent, W.R. (2004). A validity study of two forms of the Self-Esteem Rating Scale. Research on Social Work Practice, 14, 287 - 294.

**Assignments:**

* Quiz 3
* Initial Meeting with Community Partner

**Week Five: Sept. 26**

**Topics:**

Needs Assessments

Introduction to Data Analysis

**Readings:**

* Royse Ch. 3: Needs Assessment
* Bloom et al. Ch. 19: Basic Principles of Analysis
* Berberet, H. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. *Child Welfare, 85*, 361-384.
* Nolin, J., Wilburn, S. T., Wilburn, K. T., & Weaver, D. (2006). [Health and social service needs of older adults: Implementing a community-based needs assessment](http://www.sciencedirect.com.proxy.libraries.rutgers.edu/science?_ob=ArticleURL&_udi=B6V7V-4KPN9XK-1&_user=526750&_coverDate=08%2F31%2F2006&_rdoc=3&_fmt=high&_orig=browse&_srch=doc-info%28%23toc%235852%232006%23999709996%23632401%23FLA%23display%23Volume%29&_cdi=5852&_sort=d&_docanchor=&_ct=15&_acct=C000023759&_version=1&_urlVersion=0&_userid=526750&md5=84eeed5a57778b9a41e7644466b229c2). *Evaluation and Program Planning, 29*(3), 217-226.

**Assignments:**

* Quiz 4
* Data Collection

**Week Six: Oct. 3**

**Topics:**

* Formative and Process Evaluations
* Client Satisfaction Surveys

**Readings:**

* Royse et al. Ch. 5: Formative and Process Evaluations
* Royse et al. Ch. 6: Client Satisfaction Studies
* Mareschal, P.M., McKee, W.L., Jackson, S.E., & Hanson, K.L. (2007). Technology-based approaches to preventing youth violence: A formative evaluation of program development and implementation in four communities. *Youth Violence and Juvenile Justice, 5*, 168-187*.*
* Abram, F.Y., & Linhorst, D. (2008).A process evaluation of collaborative planning for children of prisoners. *Administration in Social Work*, *32*(1), 39-54.
* Garland, A.F., Haine, R.A., & Boxmeyer, C.L. (2007). Determinates of youth and parent

satisfaction in usual care psychotherapy. *Evaluation and Program Planning, 30*, 45–54.

**Assignments:**

* Quiz 5
* Rough draft of SSRD

**Week Seven: Oct. 10**

**Topics:**

Group Research Designs

Cost Effectiveness

Cost Analysis

**Readings:**

* Royse et al. Ch. 9: Group Research Designs
* Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis
* Jani, J.S., Ortiz, L., & Aranda, M.P. (2009). Latino Outcome Studies in Social Work: A Review of the Literature. *Research on Social Work Practice, 19*(2), 179-194.
* Carney, M.M., & Buttell, F.P. (2006). An evaluation of a court-mandated batterer intervention program: investigating differential program effect for African American and White women**.** *Research on Social Work Practice*, *16*(6), 571-581.
* Foster, E.M., Porter, M.M., Ayers, T.S., Kaplan, D.L., Sandler, I. (2007). Estimating the costs of preventive interventions. *Evaluation Review, 31*(3), 261-286.
* Wolff, N.,Helminiak, T.W., Morse, G.A., Calsyn, R.J., Klinkenber, W.D., & Tursty, M.L. (1997). Cost-effectiveness evaluation of three approaches to case management for homeless mentally ill clients. *American Journal of Psychiatry, 154*, 341–348.

**Assignments:**

* Quiz 6

**Week Eight: Oct. 17**

**Topics:**

Data Analysis for Program Evaluation Using SPSS I

* Descriptive Statistics

**Readings:**

Royse et al. Ch. 14: Data Analysis

**Assignments:**

* Reflection 2

**Week Nine: Oct. 24**

**Topic:** Sampling

**Readings:**

* Royse et al. Ch. 8: Sampling
* O’Connell, A.A. (2000). Sampling for evaluation: Issues and strategies for community-based HIV prevention programs**.** *Evaluation and the Health Professions, 23*(2), 212-234.
* Peterson, J.A., Reisinger, H.S., Schwartz, R.P., Mitchell, S.G., Kelly, S.M., Brown, B.S., & Agar, M.H. (2000). Targeted sampling in drug abuse research: A review and case study. *Field Methods*, 20, 2, 155–170.

**Assignments:**

* Quiz 7
* Data Analysis Exercise 2 – Descriptive Statistics

**Week Ten: Oct. 31 – Halloween!**

**Topics:**

Data Analysis for Program Evaluation and SPSS II

* Bivariate statistics
* T-tests
* Chi-square

**Readings:** Royse et al. Ch. 14: Data Analysis

**Assignments:**

* SSRD Final Paper Due by October 31, at 11:59 PM.
* Data must be collected from agency for program evaluation by now.

**Week Eleven: Nov. 7**

**Topics:**

Qualitative and Mixed Method Approaches to Program Evaluation

Mixed Methods

**Readings:**

* Royse et al. Ch. 4: Qualitative and & Mixed Methods in Evaluation
* Hanson, W.E., Creswell, J.W., Plano Clark, V.L., Petska, K.S., Creswell, J.D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology, 52*(2), 224-235.
* Slayton, J. & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record, 107*(12), 2543-2565.

**Assignments:**

* Quiz 8
* Data Analysis Exercise 3

**Week Twelve: Nov. 14**

**Topics:**

Politics of Program Evaluation

Disseminating Findings

**Readings:**

* Royse et al. Ch. 13: Pragmatic Issues
* Royse et al. Ch. 15: Writing Evaluation Proposals, Reports, and Journal Articles
* Clayson, Z.C., Castañeda, X., Sanchez, E., & Brindis, C. (2002). Unequal power—changing landscapes: Negotiations between evaluation stakeholders in Latino communities. *American Journal of Evaluation, 23,* 33-44.
* Royse, D., & Dignan, M. (2008). The Appalachia Community Cancer Network: Issues and challenges in evaluation. *Research on Social Work Practice, 18*(5), 507-513.

**Assignments:**

* Quiz 9
* Meet with Community Partner to Review Findings of Study and Recommendations

**Week Thirteen: Nov. 21 – No Class – Thanksgiving Holiday**

**Week Fourteen: Nov. 28**

**Topics:** Class Presentations

**Assignments:**

* Reflection 3
* Class Presentations

**Week Fifteen: Dec. 5**

No in-class session

Final paper is due by today, Wed., Dec. 5, at 2 PM.

***\*\* This schedule is subject to change to meet the needs of the class\*\****