**SOCW 6324-006**

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

**Spring 2014**

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

**Office Number:** Social Work Complex A 201D

**Email Address:** [cronley@uta.edu](mailto:cronley@uta.edu)

**Class Day and Hours:** Online

**Office Hours:** Tues. – 11 AM – 12:30 PM, 2:30 – 4:00 PM, and by appointment

**I. Description of Course Content**

EPAS Educational 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).

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.

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

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

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.

Required Computer Software: SPSS Statistics 22 (earlier versions may be appropriate) or Microsoft Excel 2010 or later

Note on Computer Software:

We will use Excel and/or 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 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 and EXCEL tutorials available via YouTube:

<http://www.youtube.com/watch?v=eTHvlEzS7qQ> (SPSS)

<http://www.youtube.com/watch?v=8L1OVkw2ZQ8> (Excel)

SPSS Access:

The SPSS Software is available at many different computer sites.

1. The School of Social Work Library (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

Additional Reading Materials:

All additional readings, e.g., journal articles, will be available on the course Blackboard site in the folder titled, **Additional Readings**, under **Course Materials**.

Learning Modules:   
Weeks are organized by learning modules. Other than week one, students will be responsible for accessing each week’s learning modules, which will contain a PowerPoint that corresponds with the week’s 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.

#### **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 that week’s reading (textbook and journal articles). New quizzes will open every Wednesday at 12 PM CT and should be completed by the following Friday at 12 PM CT. Students will have 40 minutes to complete the quizzes. (Student Learning Outcomes 1-8)
2. **Written Assignments:** Students will be required to complete two written assignments 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. Students will be assigned to groups by the instructor during the first week of the semester. All written assignments will be due at 12 PM CT on their designated due dates (Student Learning Outcomes 1-7)
3. **Discussion Boards:** Students will be required to respond to discussion board questions/prompts on most weeks. They will also have to respond to another student’s response. The discussion board prompts will open on Tuesdays, and students will have until the following Monday at 12 PM CT to respond to the original prompt and another student’s response. The first prompt will open on Tuesday, January 14. (Student Learning Outcomes 1-6)
4. **Class Presentations**: As part of the group program evaluation, groups will prepare a visual presentation of their final report. At a minimum students should use PowerPoint, but students may also use alternative software/formats, e.g., Presi. Students are also encouraged to incorporate video and other multi-media components into these presentations. The presentations will be due at 12 PM CT on their designated due date. (Student Learning Outcomes 8)
5. **Data Analysis Exercises:** Students will be asked to complete three data analysis exercises. These will be due at 12 PM CT on their designated due dates. (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 discussion boards and group project.

Grade Itemization:

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

Group Program Evaluation Paper (100 pts.) 20%

Program Evaluation Presentation (100 pts.) 5%

Data Analysis Exercises (10 pts. each, 5% each) 15%

Data Collection

Descriptive Statistics

Bivariate Statistics

Weekly Quizzes (10 pts.) 20%

Human Subjects Certification (10 pts.) 5%

Discussion Boards (100 pts. each) 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: Jan. 14 – Jan. 20**

**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.

**Assignments:**

* Discussion Board 1

**Week Two: Jan. 21 – Jan. 27**

**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 - It covers this week’s readings.
* UTA Human Subjects Certification (HSC) training module at: <http://www.uta.edu/ra/oric/training/>

**Week Three: Jan. 28 – Feb. 3**

**Topic:**

Single System Research Designs

**Readings:**

* Bloom et al. Ch. 1: Integrating Evaluation and Practice
* Bloom et al. Ch. 11: 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 by Feb. 3 at 12 PM CT
* Discussion Board 2

**Week Four: Feb. 4 – Feb. 10**

**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
* Discussion Board 3
* Initial Meeting with Community Partner

**Week Five: Feb. 11 – Feb. 17**

**Topics:**

Needs Assessments

Introduction to Data Analysis

**Readings:**

* Royse Ch. 3: Needs Assessment
* Bloom et al. Ch. 19: Basic Principles of Analysis (pp. 424-437)
* 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 Analysis 1 – Data Collection and Entry
* Discussion Board 4

**Week Six: Feb. 18 – Feb. 24**

**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
* Optional rough draft of SSRD due by Feb. 24 at 12 PM CT

**Week Seven: Feb. 25 – Mar. 3**

**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
* Discussion Board 5
* Program Evaluation topic

**Week Eight: Mar. 4 – Mar. 10**

**Topics:**

Data Analysis for Program Evaluation Using SPSS I

* Descriptive Statistics

**Readings:**

Royse et al. Ch. 14: Data Analysis

**Assignments:**

* Quiz 7
* Data Analysis Exercise 2 – Descriptive Statistics due by Mar. 10 at 12 PM CT

**Week Nine: Mar. 11 – Mar. 17**

**NO ASSIGNMENTS – SPRING BREAK**

**Week Ten: Mar. 18 – Mar. 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 8
* Discussion Board 6

**Week Eleven: Mar. 25 – Mar. 31**

**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 Apr. 1 at 12 PM CT.
* Data Analysis Exercise 3 – Bivariate Statistics is due by Apr. 1 at 12 PM CT
* Discussion Board 7 - CANCELLED

**Week Twelve: Apr. 1 – Apr. 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 9
* Discussion Board 8 (now DB7)

**Week Thirteen: Apr. 8 – Apr. 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 10
* Meet with Community Partner to Review Findings of Study and Recommendations
* Discussion Board 9 (now DB8)

**Week Fourteen: Apr. 15 – Apr. 21**

**Topics:** Group work on program evaluation

**Week Fifteen: Apr. 22 – Apr. 28**

**Topics: Class Presentations on Program Evaluations**

**Assignments:**

* Class Presentations Due by Apr. 22 at 12 PM CT
* Discussion Board 10 (now DB9) (responses to class presentations) due by Apr. 28 at 12 PM CT

**Week Fifteen: Apr. 29 – May 5**

Final program evaluation paper is due by May 5 at 12 PM CT.