



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2017

Course Title: Research and Evaluation Methods II

Course Prefix/Number/Section: SOCW 5313 (formerly SOCW 6324)-004

Instructor Name: Holli Slater, MSSW, PhD

Faculty Position: Adjunct

Faculty Profile: N/A

Office Number: GACB 108

Phone Number: 972-272-0987

Email Address: slater@uta.edu

Office Hours: By Appointment or Via Blackboard IM (Thursdays 12 pm - 1 pm)

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: <https://elearn.uta.edu/webapps/login/>

A. 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.

Additional Description: 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. 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

By the end of the semester, students will be able to:

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 rationale 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.

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.

For Health Specialty:

- Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.
- Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.

For Mental Health/Substance Abuse Specialty:

- Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.
- Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

For Children and Families Specialty:

- Advanced social workers in children & families 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.
- Advanced social workers in 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.

For Aging Specialty:

- Advanced social workers in aging synthesize and apply 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 older adults.

- Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.

For Community and Administrative Practice Specialty:

- Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.
- Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Educational Policy 2.1.7— Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

For Health Specialty:

- Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.
- Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.

For Mental Health/Substance Abuse Specialty:

- Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.
- Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.

For Children and Families Specialty:

- Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
- Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

For Aging Specialty:

- Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.
- Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

For Community and Administrative Practice Specialty:

- Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
- Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

For Health Specialty:

- Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.

For Mental Health/Substance Abuse Specialty:

- Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

For Children and Families Specialty:

- Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.

For Aging Specialty:

- Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.

For Community and Administrative Practice Specialty:

- Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

Educational Policy 2.1.10(d)—Evaluation

Social workers

- critically analyze;
- monitor; and
- evaluate interventions.

For Health Specialty:

- Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

For Mental Health/Substance Abuse Specialty:

- Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

For Children and Families Specialty:

- Advanced social workers in children and families 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.

For Aging Specialty:

- Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

For Community and Administrative Practice Specialty:

- Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.

C. Required Textbooks and Other Course Materials

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. (2016). *Program evaluation: An introduction* (6th Ed.). Belmont, CA: Wadsworth. ISBN: 978-1-305-40182-2

Required Computer Software:

SPSS Statistics 22 (earlier versions may be appropriate)

Microsoft Excel 2010 or later

Note on Computer Software:

We will use Excel and SPSS for statistical analyses 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.
2. There are excellent, free online SPSS and EXCEL tutorials available via YouTube:
<http://www.youtube.com/watch?v=eTHvIEzS7qQ> (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) in Building A of the social work complex
2. Additional Computer Labs on Campus for SPSS:

1. Fine Arts Building Rooms 404/411/411A/412/412A
2. Business Building Rooms 338/340
3. Ransom Hall (All) **open 24 hours**
4. University Hall Room B004

For more information about these courses and other technology services:

<http://www.uta.edu/oit/cs/training/classes/statistics.php>

D. Additional Recommended Textbooks and Other Course Materials

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.)

Galvan, J.L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th Ed.). New York, NY:Routledge.

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.

All additional readings, e.g., journal articles, will be available on the course Blackboard site in the folder titled, Session Readings. These are located under Course Materials within each individual session.

E. Descriptions of Major Assignments and Examinations

Assignment 1: Weekly Quizzes

Learning Outcomes 1-7

A ten-question quiz will be administered online each week. The quiz will cover information on the **current** week's required readings. Students will have 60 minutes to complete each quiz. Quizzes cannot be re-accessed once open and closed. Each quiz will be available on Blackboard for the entire week, and students will have until the last day of the week to complete each quiz (Sunday at 11:59 PM CST). A total of 11 quizzes will be offered and the lowest quiz score will be dropped. Students satisfied with their first 10 quiz grades may elect to not take the 11th quiz. Quizzes are made available for student review after all of the quizzes have been graded. (200 points - 20% of grade)

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.6; 2.1.7; and 2.1.10 (b) & (d).

Assignment 2: Written Assignments

Learning Outcomes 1, 3-8

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. A detailed description of the assignment is included under the folder Assignments - Single Subject Research Design. (250 points - 25% of final grade)

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. A detailed description of the assignment is included under the folder Assignments - Group Program Evaluation. (250 points - 25% of final grade)

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.6; 2.1.7; and 2.1.10(b) & (d).

Assignment 3: Discussion Boards

Learning Outcomes 1-7

Students will be required to respond to weekly discussion board questions/prompts. To receive full credit for participation students must create a thread with their individual respons to the prompt and respond to at least

one other student's response. The discussion board prompts will cover material from the **current** week. All discussion board responses will be due on the Sunday at 11:59 pm CST for the week for which they are assigned. (100 points - 10% of final grade)

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.6; 2.1.7; and 2.1.10(b) & (d).

Assignment 4: Data Analysis Exercises

Learning Outcomes 7

Students will be asked to complete three data analysis exercises. Detailed descriptions of each of the assignments are included in the folder Assignments - Data Analysis Exercises. Students may elect to work in pairs for Data Analysis #2 and #3.

1. The first assignment requires students to collect primary data using a survey developed by the class. (50 points - 5% of final grade)
2. The second assignment requires students to conduct univariate statistical analyses on data collected in the first assignment. (50 points - 5% of final grade)
3. The third assignment requires students to conduct bivariate statistical analyses on data collected in the first assignment. (50 points - 5% of final grade)

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.6.

Expectations for written work: Text citations and reference lists must be in correct APA 6th edition format [update to the most recent edition if necessary]. All sentences should be carefully comprised of a 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. Here is an excellent website for APA style information:

<http://owl.english.purdue.edu/owl/resource/560/01/>

F. Grading

Grade Itemization:

Assignment	Points	%
Weekly Quizzes	200	20.0
Discussion Boards	100	10.0
SSRD Paper	250	25.0
Group Program Evaluation Paper	250	25.0
Data Analysis #1: Data Collection and Entry	50	5.0
Data Analysis #2: Descriptive Statistics	50	5.0
Data Analysis #3: Bivariate Statistics	50	5.0
Human Subjects Certification	50	5.0
TOTAL:	1000	100%

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 individual and group projects.
5. Active participation in online class discussions, activities, discussion boards, and group projects.

Grading Scale:

- A = 900 - 1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = 599 points or below

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 for more resources.

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.

G. 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 or discussion board by the specified date and time, with no explanation, will receive a zero (0) for that assignment. Exceptions will be made in extraordinary circumstances and with proper documentation.

Late written assignments will be reduced by ten (10) points for each day they are late. Exceptions will be made in extraordinary circumstances and with proper documentation.

H. 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 Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Weekly attendance is mandatory in an on-line course. Students are expected to log into the course at least once a week and maintain consistent and regular communication with their fellow group members throughout the semester. Progress towards satisfactory completion of assignments, including participation in activities, discussion boards, and completion of assignments is expected on a weekly basis.

I. Course Schedule

Session #, Date, & Topic	Required Readings	Assignments Due
Session 1: Week of 1/16 Introduction	Course Syllabus available on Blackboard Faul, A.C., McMurtry, S.L., Hudson, W.W. (2001). Can empirical practice techniques improve social work outcomes? <i>Research on Social Work Practice, 11</i> (3), 277-299.	Discussion Board - Course Introductions (Due 1/22) Mini-Assignment: Note to Self (Due 1/22) Mini-Assignment: Course Expectations Baseline (Due 1/22)
Session 2: Week of 1/23 What is evaluation research? Cultural and Ethical Issues in Practice and Program Evaluation	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. <i>Journal of Ethnic and Cultural Diversity in Social Work, 16</i> , 3/4, 83-92. Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. <i>Evaluation and Program Planning, 30</i> , 394-399.	Quiz #1 (Due 1/29) Discussion Board #1 (Due 1/29) UTA Human Subjects Certification training module (Due 1/29): http://www.uta.edu/ra/oric/training/
Session 3: Week of 1/30 Single-system Research Designs	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: Baselineing 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. <i>Behavior Modification, 32</i> (6), 938-956. Royse et al., Ch 6: Single Subject Research Design	Quiz #2 (Due 2/5) Discussion Board #2 (Due 2/5) Mini-Assignment: Group Expectations (Due 2/5)

<p>Session 4: Week of 2/6 Conceptualization and Measurement</p>	<p>Bloom et al. Ch. 2: Basic Principles of Conceptualization and Measurement</p> <p>Bloom et al. Ch. 3: Specifying Problems and Goals: Targets of Intervention</p> <p>Royse et al., Ch 11: Measurement Tools and Strategies</p> <p>Royse et al., Ch 12: Selecting the Best Evaluation Measure for Your Project</p> <p>Hoe, M. & Brekke, J. (2009). Testing the cross-ethnic construct validity of the Brief Symptom Inventory. <i>Research on Social Work Practice, 19</i> (1), 93-103.</p> <p>Nugent, W.R. (2004). A validity study of two forms of the Self-Esteem Rating Scale. <i>Research on Social Work Practice, 14</i>, 287-294.</p>	<p>Quiz#3 (Due 2/12) Discussion Board #3 (Due 2/12) Mini-Assignment: SSRD Paper Topic (Due 2/12)</p>
<p>Session 5:Week of 2/13 Needs assessments Introduction to Data Analysis</p>	<p>Royse Ch. 3: Needs Assessment</p> <p>Bloom et al. Ch. 19: Basic Principles of Analysis (pp. 424-437)</p> <p>Berberet, H. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. <i>Child Welfare, 85</i>, 361-384.</p> <p>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. <i>Evaluation and Program Planning, 29</i>(3), 217-226.</p>	<p>Quiz #4 (Due 2/19) Discussion Board #4 (Due 2/19)</p>
<p>Session 6: Week of 2/20 Qualitative and Mixed Method Approaches to Program Evaluation Mixed Methods</p>	<p>Royse et al. Ch. 4: Qualitative & Mixed Methods in Evaluation</p> <p>Hanson, W.E., Creswell, J.W., Plano Clark, V.L., Petska, K.S., Creswell, J.D. (2005). Mixed methods research designs in counseling psychology. <i>Journal of Counseling Psychology, 52</i> (2), 224-235.</p> <p>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. <i>Teachers College Record, 107</i>(12), 2543-2565.</p>	<p>Quiz #5 (Due 2/26) Discussion Board #5 (Due 2/26)</p> <p>Data Analysis #1 - Data Collection and Data Entry (Due 2/26)</p>

<p>Session 7:Week of 2/27 Formative and Process Evaluations Client Satisfaction Surveys</p>	<p>Royse et al. Ch. 5: Formative and Process Evaluations</p> <p>Royse et al. Ch. 6: Client Satisfaction Studies</p> <p>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. <i>Youth Violence and Juvenile Justice</i>, 5, 168-187.</p> <p>Abram, F.Y., & Linhorst, D. (2008). A process evaluation of collaborative planning for children of prisoners. <i>Administration in Social Work</i>, 32(1), 39-54.</p> <p>Garland, A.F., Haine, R.A., & Boxmeyer, C.L. (2007). Determinates of youth and parentsatisfaction in usual care psychotherapy. <i>valuation and Program Planning</i>, 30, 45-54.</p>	<p>Quiz #6 (Due 3/5) Discussion Board #6 (Due 3/5) Optional Rough Draft of SSRD (Due 3/5)</p>
--	---	---

<p>Session 8:Week of 3/6 Group Research Designs Cost Effectiveness Evaluations Cost Benefit Evaluations</p>	<p>Royse et al. Ch. 9: Group Research Designs</p> <p>Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis</p> <p>Jani, J.S., Ortiz, L., & Aranda, M.P. (2009). Latino Outcome Studies in Social Work: A Review of the Literature. <i>Research on Social Work Practice, 19</i>(2), 179-194.</p> <p>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. <i>Research on Social Work Practice, 16</i>(6), 571-581.</p> <p>Foster, E.M., Porter, M.M., Ayers, T.S., Kaplan, D.L., Sandler, I. (2007). Estimating the costs of preventive interventions. <i>Evaluation Review, 31</i> (3), 261-286.</p> <p>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. <i>American Journal of Psychiatry, 154</i>, 341-348.</p>	<p>Quiz #7 (Due 3/12) Discussion Board #7 (Due 3/12) Mini-Assignment: Group program Evaluation Topic and Peer Evaluation Due (3/12)</p>
<p>Spring Break: Week of 3/13</p>	<p>SPRING BREAK</p>	<p>No Assignments Due! :)</p>
<p>Session 9:Week of 3/20 Data Analysis for Program Evaluation - Descriptive Statistics</p>	<p>Readings To Be Determined</p>	<p>SSRD Final Paper (Due 3/26) Discussion Board #8 (Due 3/26)</p>
<p>Session 10:Week of 3/27 Sampling</p>	<p>Royse et al. Ch. 8: Sampling</p> <p>O'Connell, A.A. (2000). Sampling for evaluation: Issues and strategies for community-based HIV prevention programs. <i>Evaluation and the Health Professions, 23</i>(2), 212-234.</p> <p>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. <i>Field Methods, 20</i>, 2, 155-170.</p>	<p>Quiz #8 (Due 4/2) Discussion Board #9 (Due 4/2) Data Analysis Exercise 2 - Descriptive Statistics (Due 4/2)</p>

Session 11: Week of 4/3 Data Analysis for Program Evaluation - Bivariate Statistics	Royse et al. Ch. 14: Data Analysis	Quiz #9 (Due 4/9) Mini-Assignment: Group Evaluation Data (Due 4/9)
Session 12: Week of 4/10 Politics of Program Evaluation Disseminating Findings	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. <i>American Journal of Evaluation, 23</i> , 33-44. Royse, D., & Dignan, M. (2008). The Appalachia Community Cancer Network: Issues and challenges in evaluation. <i>Research on Social Work Practice, 18</i> (5), 507-513.	Quiz #10 (Due 4/16) Discussion Board #10 (Due 4/16) Data Analysis Exercise 3 - Bivariate Statistics (Due 4/16)
Session 13: Week of 4/17 Review Class time for group program evaluations	Chupp, M. G., & Joseph, M. L. (2010). Getting the most out of service learning: Maximizing student, university, and community impact. <i>Journal of Community Practice, 18</i> (2-3), 190-212. Marullo, S., Moayed, R., & Cooke, D. (2009). C. Wright Mills's friendly critique of service learning and an innovative response: Cross-institutional collaborations for community-based research. <i>Teaching Sociology, 37</i> , 61-75.	Quiz #11 (Due 4/23)
Session 14: Week of 4/24 Class discussion on group program evaluations Final Paper	No Assigned Readings - Participate in class discussions and provide feedback to peers.	Group Evaluation Extra Credit (Due 4/30) Group Program Evaluation Paper (Due 5/5) Mini-Assignment: Final Group Peer Evaluation (Due 5/5) Student Feedback Survey

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. Grade Grievances

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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 John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962**, 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://www.uta.edu/library/help/subject-librarians.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
Ask a Librarian..... <http://ask.uta.edu>

N. 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://www.uta.edu/aao/fao/>).

O. 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 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.

Counseling and Psychological Services, (CAPS) 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.

P. 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.

Q. 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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

R. 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/>.

S. 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>.

T. 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/>

U. 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>.

V. 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.