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
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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<tr>
<td><strong>Aging</strong></td>
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<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
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<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate Social work values.</td>
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<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
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<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families</td>
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### 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>
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<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. Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</td>
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### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
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<th>Health</th>
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Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.

Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.

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.

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.

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.

Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.

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.

Distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.

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<th>C. Required Textbooks and Other Course Materials</th>
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<tbody>
<tr>
<td>Required Computer Software:</td>
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<tr>
<td>Microsoft Excel 2010 or later</td>
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<tr>
<td>Note on Computer Software:</td>
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<tr>
<td>We will use Excel 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 Excel software. Those students who are totally unfamiliar with EXCEL software may also want to consider:</td>
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<tr>
<td>There are excellent, free online EXCEL tutorials available via YouTube: <a href="http://www.youtube.com/watch?v=8L1OVkw2Z08">http://www.youtube.com/watch?v=8L1OVkw2Z08</a> (Excel)</td>
</tr>
<tr>
<td>D. Additional Recommended Textbooks and Other Course Materials</td>
</tr>
</tbody>
</table>
E. Descriptions of Major Assignments and Examinations

Assignment 1: Introductory Discussion Board (10 pts)

Assignment 2: Human Subjects Certification Training (100 pts)

Assignment 3: Weekly Quizzes (990 pts)

Learning Outcomes 1-7

A ten-question quiz will be administered online each week. The quiz will cover information on the week’s readings (textbook, journal articles, and PowerPoints).

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

Assignment 4: Written Assignments

Learning Outcomes 1, 3-7

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 in Blackboard under Course Materials. (100 pts.)

The second assignment will require students to select a program evaluation and prepare a written critique of the evaluation. (100 pts)

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

Assignment 5: 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 at the end of the course syllabus.

1. The first assignment requires students to collect primary data using a survey developed by the class. (100 pts.)
2. The second assignment requires students to conduct univariate statistical analyses on data collected in the first assignment. (100 pts.)
3. The third assignment requires students to conduct bivariate statistical analyses on data collected in the first assignment. (100 pts.)

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. 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,

I will use blackboard to track your participation in the course. In borderline grade situations, access of course materials may be considered.

G. Grading

A = 1440-1600
B = 1280-1439
C = 1120-1279
D = 720-1119
Fail = 719 or lower

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

Make-up assignments will be considered on a case by case basis.

I. Course Schedule

Learning Module 1 (Week of January 17 and January 23)

Topic: Introduction

Readings:

• Course Syllabus on Blackboard

Assignments:

• Discussion Board 1

Learning Module 2

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

Assignments:

• Quiz 1 - It covers this week’s readings.
• UTA Human Subjects Certification (HSC) training module at: http://www.uta.edu/ra/oric/training/

Learning Module 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

Assignment:

• Quiz 2 – It covers today’s readings.
• SSRD Paper Topic - Due

Learning Module 4

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

Assignments:

- Quiz 3

Learning Module 5

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)

Assignments:

- Quiz 4
- Data Analysis 1 - Data Collection and Entry – Due by Feb. 22 at 11:59 PM CT

Learning Module 6

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

**Assignments:**

- Quiz 5

**Learning Module 7**

**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

**Assignments:**

- Quiz 6
- Program Evaluation topic due

**Learning Module 8**

NO ASSIGNMENTS - SPRING BREAK

**Learning Module 9**

**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. 22 at 11:59 PM CT

**Learning Module 10**

**Topic:** Sampling

**Readings:**

- Royse et al. Ch. 8: Sampling

Assignments:

- Quiz 8

**Learning Module 11**

**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
- Data Analysis Exercise 3 - Bivariate Statistics is due

**Learning Module 12**

**Topics:**

Qualitative and Mixed Method Approaches to Program Evaluation

Mixed Methods

**Readings:**

- Royse et al. Ch. 4: Qualitative and & Mixed Methods in Evaluation
of the evaluation and the meaningfulness of the findings. Teachers College Record, 107(12), 2543-2565.

Assignments:

- Quiz 9

Learning Module 13

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

Assignments:

- Quiz 10

Learning Module 14

Topics: Work on Assignments

No PowerPoint for this week

Learning Module 15

Topics: Work on Assignments

No PowerPoint for this week

Assignments:

Final Program Evaluation paper due by May 8

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


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

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 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 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://library.uta.edu/subject-librarians
Course Reserves............................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials.......................... http://library.uta.edu/how-to
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://wweb.uta.edu/aaofao/).

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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.