

SWK-S 472 Social Work Practice Evaluation (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

S472 Practice-Research Seminar provides students with the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work, as well as to become critical consumers of the professional literature to guide their practice. This course reviews a variety of evaluation designs, methodologies and techniques applicable to evaluating generalist social work practice. Attention is given to the social work practice continuum of problem definition, goal setting, intervention and evaluation of goal attainment. The role of evaluation in every practice situation is carefully examined. The social worker's ethical responsibility to monitor one's own practice, as well as to recognize ethical issues which may arise in the evaluation of practice and in the use of evaluation findings are examined. Students will be expected to review and critique literature relevant to their practice in the field agency and develop an evaluation proposal then collecting data in the field which provides evidence that they are able to engage in research-informed practice as well as practice-informed research relevant to a specific practice setting.

This course is to be taken in conjunction with SWK-S 482 practicum and SWK-S 402 practicum seminar (co-requisites). The course draws upon basic knowledge of a range of qualitative and quantitative research approaches previously presented in the SWK-S 371 research course (pre-requisite).

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice (CSWE, 2015 EPAS, p. 8).
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness (CSWE, 2015 EPAS, p. 9).

Secondary

- 1: Demonstrate Ethical and Professional Behavior

Course Objectives

- S472-01:** Demonstrating commitment to evaluate the effects and effectiveness of one's own generalist practice.
- S472-02:** Analyze the role that social work values and ethics play in selecting and applying research methods to the evaluation of practice, with special attention to issues related to social and economic justice and diverse and oppressed populations.
- S472-03:** Critique and apply relevant research finding from the academic literature to specific practice situations.
- S472-04:** Analyze quantitative and qualitative research designs, methods, instruments, measurement models and analytic tools available for use in assessing the outcomes of practice and the effectiveness of specific interventions or programs.
- S472-05:** Demonstrate skills in defining goals in measurable terms using knowledge from practice and research literature.
- S472-06:** Demonstrate skills in choosing and implementing appropriate measures for evaluating one's own practice.
- S472-07:** Analyze the purposes of program evaluation in the context of multiple types of human services organizations.
- S472-08:** Analyze the relationship between practice evaluation, program evaluation and basic research.

Required Texts

DiNoia & Tripodi (2008). *A primer on single-subject design for clinical social workers (2nd ed.)*. Washington, D.C.: NASW Press. [Chapters 1, 2 & 3.]

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction (5th ed.)*. Belmont, CA: Brooks/Cole, Chapter 12.

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington DC: Author.

Holosko, M. J. (2006). *Primer for critiquing social research*. Belmont, CA: Brooks/Cole.

Course Content

This course equips students to apply critical thinking to engage in the analysis of quantitative and qualitative research methods and findings. This course strives to facilitate growth in students' understanding of the processes for translating research findings into effective practice. Opportunities are provided to identify and use appropriate methods for the definition of goals and evaluation of outcomes.

A variety of teaching/learning methods and experiences will be used in an effort to help students meet the course objectives. Activities will include lectures, discussion, critiques of program evaluation research articles and other scholarly reading, and examinations. The major evaluation of students' progress in accomplishing the learning objectives of this course is a single subject research design proposal and presentation.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline: Micro-practice Evaluation Section

Historical overview, principles for accountable practice, and evaluating interpersonal practice throughout the problem solving process using the single-subject design.

Module 1: General overview of course and micro practice evaluation

[DATE]:

Assignments

Readings

Module 2: Measurement

[DATE]:

Measurement scales, types of variables, standardized instruments, ethics of using standardized instruments, developing measures.

Assignments

Readings

DiNoia & Tripodi (2008). *A primer on single-subject design for clinical social workers* (2nd ed.). Washington, D.C.: NASW Press. [Chapters 1, 2 & 3.]

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole, Chapter 12.

Module 3: Baseline

[DATE]:

Obtaining baseline information, time-series data, graphing, multiple baselines

Assignments

Readings

DiNoia & Tripodi. (2008). *A primer on single-subject design for clinical social workers* (2nd ed.). Washington, D.C.: NASW Press. [chapter 4]

Module 4 Interventions

[DATE]:

Clinical intervention objectives, choosing and implementing interventions, typologies for considering intervention changes, cultural competence in intervention planning.

Assignments

Readings

DiNoia & Tripodi,(2008). *A primer on single-subject design for clinical social workers* (2nd ed.). Washington, D.C.: NASW Press. [chapter 5]

Module 5: Analyzing data with visual analysis and statistical procedures

[DATE]:

Data analysis and technology, univariate analysis, bivariate analysis, multivariate analysis, statistical significance, understanding trends.

Assignments

Readings

Royse, Thyer, & Padgett, D. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 14]

Module 6: Discuss the research proposals

[DATE]:

Assignments

Bring in at least five scholarly articles that you are using in the literature review for your proposal. At least one should pertain to diversity issues related to research.

Module 7: Termination, Follow-up, and Design Variations

[DATE]:

Obtaining follow-up data, ethical guidelines for obtaining follow-up data, multiple baseline design, graduated intensity design, withdrawal-reversal design.

Assignments

Readings

DiNoia & Tripodi, (2008). *A primer on single-subject design for clinical social workers* (2nd ed.). Washington, D.C.: NASW Press. [Chapters 6 & 7]

Course Outline: Program Evaluation Multiple Methods

Module 8: Introduction to Program Evaluation

[DATE]:

Purposes of program evaluation, types of program evaluation, evaluation standards.

Assignments

Readings

Royse, Thyer, & Padgett, (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 1]

Module 9: Ethical Issues in Program Evaluation

[DATE]:

Discrimination, individual choice, coercion.

Assignments

Readings

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 2]

Module 10: Needs assessments

[DATE]:

Definition of need, planning a needs assessment, selecting a needs assessment approach, ethics of selecting the assessment team.

Assignments

Readings

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 3]

Module 11: Qualitative Research and Process Evaluation

[DATE]:

Qualitative methods, analyzing qualitative data, quality control in qualitative research, process evaluation, what should be monitored?

Assignments

Readings

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapters 4 & 5]

Module 12: Client Satisfaction

[DATE]:

Importance of consumer satisfaction, problems with client satisfaction surveys, ethics in requiring client satisfaction reports

Assignments

Readings

Royse, Thyer, & Padgett (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 7]

Module 13: Group Research Designs

[DATE]:

Pre-experimental research designs, quasi-experimental research designs, threats to internal validity, protection against alternative explanations.

Assignments

Readings

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 9]

Module 14: Cost effectiveness and cost analysis designs

[DATE]:

Cost as an evaluative criterion, ethics of cost-benefit analyses.

Assignments

Readings

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 10]

Module 15: Pragmatic Issues in Program Evaluation

[DATE]:

Treatment fidelity, political nature of evaluation, culturally sensitive evaluation practice.

Assignments

Readings

Royse, Thyer, & Padgett. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks/Cole. [Chapter 13]

Fels Smyth, K., & Schorr, L. (2011). *A lot to lose: A call to rethink what constitutes "evidence" in finding social interventions that work*. Malcolm Wiener Center for Social Policy Working Paper Series: Harvard Kennedy School, retrieved from [Harvard Kennedy School Publications](#)

Course wrap-up and end of the semester

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a Microsoft Word file (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

Course grades will be calculated as follows:

Reading Logs	15
Annotated Bibliography	10
Midterm Exam	20
Research Proposal.....	20
Final research Project	20

Final Presentation	5
Attendance and Participation	10
TOTAL:	100%

Assignment Details

Weekly Reading Logs

Reading logs are designed to promote exploration, understanding, and personal reflection to the assigned reading materials (e.g., textbook chapters and articles on canvas). As you read your course text, you will identify evidence that is relevant to you as a social worker and learner. Place the main point in the left side “evidence” column along with the page number where it was found. In the right column is your “reaction.” Your reaction is some connection you make that may be a question or something that reminds you of a prior experience. Your reaction is about your feeling and thinking about what is being read. Provide your critical analysis from the weekly readings that seems important or curious to you as an emerging a social work evaluator. Grades will be based on breadth (coverage and interaction with evidence) and depth (your reactions). (15 % of final grade).

Annotated Bibliography

Each student will submit an annotated bibliography of outlines of at least five peer-reviewed journal articles that were used to inform his/her Practice Evaluation. Be aware that these articles must be peer reviewed current articles (published no more than 10 year old). The bibliography list should be in the APA format. (10 % of final grade).

In-class Midterm Exam

An in-class midterm exam will be administrated at the beginning of class on [DATE]. You may use reading logs. The format of the exam will be entirely essay or multiple-choice format or both. (20% of final grade).

Single Subject Research Design Proposal (Signature Assignment)

Over the first half of the semester, you will write a proposal for an evaluative research project (quantitative, qualitative or mixed methods design) that could hypothetically to be submitted to an Institutional Review Board (IRB). Students will craft their research proposal that includes introduction, lit review, methodology, data collection plan/data analysis plan, importance to social Work practice and conclusion. Your proposal should be written in the APA format (20 % of final grade).

Final Research Paper & Presentation:

Students will conduct an evaluative research by implementing their proposals in “real time” data collation from the field then analyze data to reach final findings of an elevation of a program or an intervention. The final research project, include the previous section of the proposal, such as lit review, methods, etc., as well as the applied data analysis , findings , and strengths/ limitations of the study, recommendations for the future studies , and conclusion. Your final research project should be written in the APA format (20 % of final grade).

In addition, students will present their evaluative research projects in a professional format such as a Power Point /or paper or E- poster etc., to illustrate their major research findings that includes lit review, methods, data analysis, findings, strengths, limitations, recommendations, and conclusions.

Students will present their work in a professional manor as if they presenting at a local or a national SW conference as well as presenters will provide Q&A at the end of each presentation. The presentation should be short and concise in APA format. (5% of course grade).

Attendance/active participation (Professionalism):

Active participation in the class as well as demonstration of professional manners: socially, verbally, and in written communication with peers and the instructor are skills required for social work practitioners within the field of human services and will be evaluated (10 % of final grade).

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality

C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.