

SWK-S 624B Program Evaluation: Application (1 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

This course is the second of two program evaluation courses, and is designed to be taken concurrently with SWK-S 652. In this second course, based on the program evaluation proposal developed in SWK-S 624A, students will carry out the evaluation plan: collect the necessary information (data), accurately analyze this information, and effectively present the findings in written and oral forms, while being sensitive to the political and interpersonal contexts in which the evaluation takes place. This course furthers the knowledge, skills, and values students develop in the earlier practice and research courses. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness, using research methods that are sensitive to programs' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethical research.

Course Competencies

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

Primary

- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice

Secondary

- 4: Engage In Practice-informed Research and Research-informed Practice in Clinical and Community Practice

Course Objectives

- 624B-01** Apply critical thinking skills within the context of practice/program evaluation.
- 624B-02** Use ethical research standards and principles appropriate to practice/program evaluation within a practice milieu.
- 624B-03** Evaluate research methods based on relevant knowledge and skills associated with age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
- 624B-04** Evaluate research studies relevant to the student's practice concentration.
- 624B-05** Apply research findings to enhance practice.
- 624B-06** Define the criteria for appropriate use of research designs for practice evaluation research.

- 624B-07** Select from a variety of evaluation research designs and apply them to the appropriate practice/program context.

Required Texts

Grinnell, Jr., R., Gabor, P., & Unrau, Y. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Dahlberg, L. & McCaig, C. (2010). *Practical research and evaluation: a start-to-finish guide for practitioners*. London, UK: SAGE. [ProQuest Ebook Central](#)

Course Content

This course teaches students to develop skills as an evaluation researcher. The major evaluation of students' progress in accomplishing the learning objectives of this course for this semester is the final program evaluation report. All class activities and assignments revolve around conducting program evaluation based on the proposal that students have developed during fall semester. During spring semester, students will collect and analyze the data, write the final program evaluation report, and present the findings to the class and the agency. Class sessions will include lecture, discussions of the readings, consultations for students' project including SPSS exercises, and opportunity for student presentations.

There is a room in the schedule for some flexibility regarding what material is emphasized in class through lectures or other mechanisms. Students are expected to complete the assigned readings in a timely fashion and actively participate in class discussion and activities. While there will be structured opportunities at the midpoint and at the conclusion of this class for students' feedback to the instructor, your reactions and suggestions to improve the course will be appreciated at any time.

Resources

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

Course Outline

Module 1: Data Collection and Management

Dates:

Overview

- A. This module provides an overview of the data collection process and related issues that need to be considered in program evaluation.

Assignments

Readings & Class Activities

1. Dahlberg, L. & McCaig, C. (2010). Chapter 9.
2. Ballentine, K., Morris, A., & Farmer, E. (2012). Following youth after out of home placement: Navigating a data collection obstacle course. *Residential Treatment for Children & Youth*, 29(1), 32-47.
3. Worksheet on data collection and management for students' evaluation

Module 2: Analyzing and Interpreting Data- Qualitative Data

Dates:

Overview

- A. This module provides an overview of qualitative data analysis, including using different kinds of data sources, coding, and interpretation of the findings.

Assignments

Readings & Class Activities

1. Dahlberg, L. & McCaig, C. (2010). Chapter 10.
2. Qualitative data analysis exercise

Module 3: Analyzing and Interpreting Data- Quantitative Data

Dates:

Overview

- A. This module provides an overview of basic quantitative data analysis and hands-on data analysis practices using SPSS.

Assignments

Readings & Class Activities

1. Dahlberg, L. & McCaig, C. (2010). Chapter 13.
2. Weinbach, R. & Grinnell, R. (2013). *Statistics for social workers* (9th ed.). Boston, MA: Allyn & Bacon or other statistics textbook will be OK.
3. SPSS exercises at a computer lab: data entry and cleaning, descriptive analysis, chi-square, correlation, t-test, ANOVA

Individual Assignment

1. Submit the SPSS assignments by Week 11.

Module 3: Writing a Report and Disseminating Findings

Dates:

Overview

- A. This module provides basic precepts of research reporting and disseminating findings. It also includes discussion on the possible challenges of disseminating and utilizing the findings to improve the program.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2016). Chapter 15
2. Dahlberg, L. & McCaig, C. (2010). Chapter 14.
3. Weathington, B., Cunningham, C., & Pettenger, D. (2010). Writing the research report. *Research Methods for the Behavioral and Social Sciences* (pp. 141-174). Hoboken, NJ: John Wiley & Sons, Inc.

Group Assignment

1. Submit Draft Result section by Week 12.

Module 4: Putting it All Together: Signature Assignment

Dates:

Overview

This module ties together the program evaluation contents presented throughout the two semesters. Students will develop and present a power point presentation of their program evaluation.

Assignments

Individual Assignment

1. Submit Professional Participation rubric by Week 15.

Group Assignment

1. Present the final report by Week 15.
2. Submit the final report by Week 15.

Assignments and Grading

More specific instructions for each assignment will be posted in 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 word processor (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

1. SPSS Assignments (Individual Assignment)
 - a. DUE:[date]
 - b. Final Grade Percentage:30%
2. Draft Result section (Group Assignment)
 - a. DUE:
 - b. Final Grade Percentage:10%
3. Signature Assignment: Final Program Evaluation Report (Group Assignment)
 - a. DUE:
 - b. Final Grade Percentage:30%
4. Power point presentation (Group Assignment)
 - a. DUE:
 - b. Final Grade Percentage:10%
5. Professional Participation (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:20%

Signature Assignment: Program Evaluation Report

Students in this second course will submit a FINAL program evaluation report as a signature assignment. The final report is publication-grade summary of evaluation project and includes: a description of program evaluation question(s) and the context of evaluation including stakeholders; a review of relevant literature; a description of evaluation methods, including design, data sources (sampling), data collection tools (measures), data analysis; a graphic and statistical description of findings; discussion; implications for practice, program development, and/or policy formulation; Limitations of the evaluation.

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.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

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 MSW 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 graduate 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 MSW 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 graduate 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 MSW 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

graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW 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 MSW 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.