### SCWK 651-60 (CRN 16921)
#### Practice & Program Evaluation for the Advanced Practitioner

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2011</th>
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<tbody>
<tr>
<td>Day/Time</td>
<td>Wednesday, 4:45 p.m. to 7:15 pm</td>
</tr>
<tr>
<td>Location</td>
<td>Price Building, Room 213</td>
</tr>
<tr>
<td>Professor</td>
<td>Dr. Leela Thomas</td>
</tr>
<tr>
<td>Office/Office Phone</td>
<td>Room 226/302-857-6780</td>
</tr>
<tr>
<td>Fax</td>
<td>Fax 302-857-6794</td>
</tr>
<tr>
<td>E-Mail</td>
<td><a href="mailto:lthomas@desu.edu">lthomas@desu.edu</a></td>
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<thead>
<tr>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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**COURSE DESCRIPTION**

This is the third course in a three course research sequence that introduces students to concepts in program evaluation. It focuses on the knowledge skills and procedures used for practice and program evaluation. Practice evaluation emphasizes the integration of research and practice by utilizing single subject/case design methodology and group designs. The course focuses on analysis of evaluation studies concerned with special populations. Values and ethic of ethics of the social work profession in relation to research methods used in evaluation are addressed. Content includes needs assessment, formative evaluation, program monitoring, outcome evaluation, and cost-benefit analysis. Students will also learn about qualitative research, focus group interviews, action research and participatory research. Additionally, students continue to deepen and extend their knowledge and skills as they relate to social work research and evaluation at the generalist practice level. This course continues to explore social research as a means for promoting strengths perspective, empowerment, and rural perspectives, and for attending to cultural diversity and social and economic justice for all, especially populations-at-risk.

**COURSE CREDITS:** Three (3) semester hours

**PREREQUISITES:** Advanced year MSW status, including completion of foundation year courses. Research and Evaluation Methods in Social Work Practice I 607 & Research and Evaluation Methods II 608 or an equivalent course.
Course Rationale:
This course addresses two of the advanced practice competencies and skills: (1) The ability to provide leadership and management of human service organizations; and (2) the skills to conduct assessment using clients in their field agencies. It builds on Research & Evaluation Methods, I & II, and it teaches students the application of knowledge they acquired in the two research courses in assessing the needs of their clients and the agency, in monitoring the programs offered at their agencies, in analyzing the outcome of the services, and in determining the cost-effectiveness and cost-benefits of the services offered by the agency.

REQUIRED TEXTS:

SUPPLEMENTAL TEXT:

*Additional reading materials may be assigned in class during the semester.

BLACKBOARD AND ELECTRONIC RESERVES:
This will be a Blackboard-enhanced course. Students must log on to Blackboard for additional assignments. Students are responsible for providing their correct email address to the Blackboard staff. For assistance contact Ms. Marlene Cox at mcox@desu.edu. Supplemental readings will also be available on the DSU Library’s Electronic Reserves [ERes]. For assistance contact Ms. Beverly Charlot at bcharlot@desu.edu

LEARNING OBJECTIVES EPAS COMPETENCIES AND PRACTICE BEHAVIORS:
The following Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department of Social Work Underpinnings will be assessed in this course, via an Assessment Rubric, to be distributed during first week of class. The assessment criteria are described in the syllabus under University Grading Scale:

Practice and Program Evaluation for the Advanced Practitioner will address the following three Core Competencies and five Practice Behaviors and one advanced practice behavior. The course will also address four of the Department of Social Work’s underpinnings.

Obj. II/EP2.1.2 – Apply social work ethical principles to guide professional practice.

KVS: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its
ethical standards, and relevant law. Social workers

**Practice Behaviors**
Social Workers will:

**PB 8:** Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; and

**PB 10:** Apply strategies of ethical reasoning to arrive at principled decisions.

**Obj. III: EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments.**

**KVS:** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

**Practice Behaviors**
Social Workers will

**PB 11:** distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

**PB 13:** demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Obj. VI: EP 2.1.6 – Engage in research-informed practice and practice-informed research.**

**KVS:** 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

**Practice Behaviors**
Social Workers will

**PB 21:** Use practice experience to inform scientific inquiry and

**PB 22:** Use research evidence to inform practice.

**Advanced Practice Behavior:**
**PB48:** Conduct a quantitative and/or qualitative research project and write a report.

**The following Department of Social Work Underpinnings will be covered in this course:**

1. Strengths Perspective
2. Empowerment Perspective
3. Rural Perspective
4. Global Perspective
ATTENDANCE POLICY:
Classes may be conducted face-to-face in classroom and on line using Blackboard. Students are fully responsible for their class attendance. Regular and on-time attendance is expected for all classes. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes. Nevertheless, final grades will reflect in-class participation. If absent from class, the student is responsible for obtaining notes from his or her classmates. (This policy is consistent with University Policy; See Student Handbook, 2001, p.36). Students are also responsible for keeping abreast of all the announcements made in class and completing all homework or out-of-class assignments given in class by the due dates. During office hours, instructor will not go over material covered in class for absentee students.

In-class behavior will be considered an indication of the student’s identification with the profession and his or her readiness to assume the role of generalist social work practitioner. All cell-phones must be turned off and put away during class. Points will be deducted from the final grade if cell phones are used in class for making calls, for texting, etc. or if the cell phone rings in class.

MAKE-UP FOR TESTS AND ASSIGNMENT POLICY:
Each student is expected to take tests/exams and submit written assignments on the scheduled date and time that such work is due. Exams will be given either online using blackboard or paper and pen/pencil. Irrespective of the circumstances, students are not entitled to make-up exams. Make up exams are given only in extreme cases, only at the instructor’s discretion, and only after the student provides adequate documentation of circumstances beyond the student’s control. Once the instructor determines that a make-up exam is valid, the student must work with the instructor to schedule and take a make-up test within three (3) days. A student who does not follow this procedure will receive a grade of zero on the test. Also, in fairness to students who take the exam on time, 10% will be deducted from makeup exams. Quizzes (announced or unannounced) may not be made up. All papers are due in class on the assigned dates. A point a day will be deducted for late papers. If the absence is excused by the activity’s faculty/staff advisor for the student’s participation in official University related activities, all work (tests, quizzes, due assignments, etc.) may be made up. The instructor reserves the right to make exceptions to this make-up policy in case of inclement weather, recognized religious holidays, and extenuating circumstances. The instructor does not print or photocopy papers for students.

POLICY ON INCOMPLETE GRADES:
Each student is expected to complete all course requirements and stay on track with the course regardless of his or her presence in class. According to University policy, a grade of “I” (Incomplete) will be given when the course work is incomplete due to reasons clearly beyond the control of the student. The unfinished work must be completed by the end of the first six (6) weeks of the student’s next semester in attendance or the “I” grade is changed to “F”. (University Policy; see Student Handbook, 2001, p.35).

In this course, criteria for an “I” (Incomplete grade) are:

1. At least 80% of the course work has been completed successfully so that a passing grade can be earned;
2. The student has made an arrangement with the instructor prior to the time that final grades are assigned; and
3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student prevented his or her completing the required work on time.

STATEMENT ON EQUAL OPPORTUNITY
Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX
Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388. AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2).

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.
Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including,
but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)

UNIVERSITY GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
<td>Acceptable, but with major errors and lacks clarity</td>
</tr>
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Assessment Criteria for measuring Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings:

Advanced-Students demonstrated an outstanding understanding, clear recognition and sound application of all dimensions of this practice behavior or underpinning.

Proficient-Students demonstrated an acceptable understanding, recognition and application of all dimensions of this practice behavior or underpinning.

Satisfactory- Students demonstrated a limited understanding, recognition and application of all dimensions of this practice behavior or underpinning.

Unsatisfactory- Students demonstrated little to no understanding, recognition and application of all dimensions of this practice behavior or underpinning.

COURSE ASSIGNMENT WEIGTHS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>First Test</td>
<td>October 5, 2011</td>
<td>10%</td>
</tr>
<tr>
<td>Second Test</td>
<td>November 2, 2011</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>November 16, 2011</td>
<td>30%</td>
</tr>
<tr>
<td>Third Test</td>
<td>November 30, 2011</td>
<td>20%</td>
</tr>
<tr>
<td>CASE STUDY presentations</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td>5%</td>
</tr>
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**COURSE OUTLINE**

Unit I  
Overview. Introduction to Program & Practice Evaluation  
August 31  
1. Course expectations.  
2. Introduction.  

Explanation of Focus Group-Class Project  
IRB applications  

Required Readings: Royce et al. Chapters 1 & 15.

Unit II  
Group Research Designs  
September 7  

Required Readings: Royse et al. Chapter 9  


Unit III  
September 14  
Blackboard class: Designing a Focus Group study  

Required Readings: Royse et al. Chapter 4

Unit IV  
September 21  
Single System Research Designs  

Required Readings: Royse et al. Chapter 6  
Rubin & Babbie, (2011), Chapter 12

Unit V  
Qualitative & Mixed Methods in Evaluation  
September 28  
Use of Focus Groups  

One page outline of the evaluation proposal due today
1. Definition and Utility of Qualitative Evaluation
2. Methods of Qualitative Evaluation
3. Sampling, Data Collection and Data Analysis in Qualitative Evaluation
4. Quality Control
5. Dissemination and Advocacy

Required Readings: Royse et al. Chapter 4

Berg, B. L. (2009). Focus Groups (placed on e-reserve)


Examples of focus group studies:


Unit VI
October 5 First Test

Unit VII
October 12 Needs Assessment
1. Definitions of Need
2. Needs Assessment Approaches
3. Thinking Creatively about Needs Assessments

Final Proposal Due today

Required Readings: Royse et al. Chapter 3 (pp. 51-81).


**Unit VIII**

**October 19**  
**Formative and Process Evaluation**

1. Conducting Formative Evaluations
2. Process Evaluations
   a. program description
   b. program monitoring
   c. quality assurance

Required Readings: Royse et al. Chapter 5.


Unit IX  Goal Attainment Scaling and Client Satisfaction
October 26

1. Definition of Goal Attainment Scaling
2. Goal Attainment Scaling and Program Evaluation
3. Problems with Goal Attainment Scaling
4. Monitoring Consumer Satisfaction
5. Recommendations for Client Satisfaction Studies
6. Determining Sample Size

IRB Application Due today

Required Readings: Royse et al. Chapters 7 & 8.


Unit X
November 2  Second Test

Unit XI  Cost-Effectiveness and Cost Analysis Designs & Measurement Tools & Strategies
November 9

Required readings: Royse et al. Chapter 10,


Unit XII  Ethical Issues in Program Evaluation
November 16   Final Research Paper
1. Historical Background (Why IRBs are Necessary).
2. Guidelines for Ethical Research
3. How Ethical Guidelines Get Operationalized
4. Research with Special Populations
5. The Practitioner’s Ethical Responsibilities


Unit XIII  Blackboard class
November 23

Unit XIV  Third Test
November 30

Unit XV  Blackboard class
December 7

Unit XVI  Final class
*All exams and papers will be due on the dates indicated. Changes will be made to the course outline as deemed necessary. Additional reading materials may be assigned in class during the semester.

ASSIGNMENTS

1. Three tests.
2. Group assignment: Students are required to evaluate a program at their agency and submit a report. More specifically students are required to do either a needs assessment, formative or process evaluation, or an outcome evaluation using focus group interviews. To this end students must do the following:
   a. Meet with their practicum supervisors and identify an issue or a program that can be evaluated. Obtain necessary letters and documents needed for IRB approval.
   b. Review the literature.
   c. Write a proposal.
   d. Obtain IRB approval
   e. Conduct a focus group interview
   f. Analyze the data
   g. Write a group report. (paper should not exceed 5 pages)

Details on how to write the report are given on chapter 15, page 374 of the textbook.

Educational Policy 2.1.2

- **PB 8**: make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- **PB 10**: apply strategies of ethical reasoning to arrive at principled decisions.

**Assignment #2a**: Upon receiving the IRB approval letter from the Office of Sponsored Programs, consistent with the NASW Code of Ethics, prior to data collection, students will notify research participants of their rights as research subjects through the informed consent letter, and once data are collected students will keep the data secure under lock and key. Once the data are analyzed, students will use ethical reasoning in interpreting the results and arriving at principled decisions.

Educational Policy 2.1.3

Practice Behaviors

- **PB 11**: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- **PB 13**: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Students will take three tests which will measure their statistical knowledge for Data Analysis

**Assignment #2b:** Students will use multiple sources of knowledge, including findings from global and rural studies, during data analysis, as well as during interpretation and discussion of research results. Such interpretations and discussions will include sensitivity to culture and perspectives of minorities.

**Assignment #2c:** As noted earlier, students will be required to a qualitative group research project involving focus group interviews. During this process, students will communicate orally with individuals (which may include clients, agency workers, agency supervisors, and colleagues). At the completion of the project, students will write a final research report and present their findings orally. The final report will demonstrate effective oral and written communication skills that will be needed to work with client systems as advanced generalist practitioners.

**Educational Policy 2.1.6**

- **PB 21:** use practice experience to inform scientific inquiry and
- **PB 22:** use research evidence to inform practice.

**Assignment #2d:** Students will write a final research report in which they will discuss the practice implications of their research and experience. Such discussions of practice implications will demonstrate the ability to use data to strengthen and empower clients through micro and macro social work practice.

**Advanced Practice Behavior:**
**PB48:** Conduct a quantitative and/or qualitative research project and write a report.

**Assignment #2e:** As noted earlier, students will conduct a qualitative research project involving focus group interviews and write a report in which they will detail the findings of their study and implications for practice.

**Suggested readings:**


