

COURSE TITLE/SECTION: SOCW 7305 (17958) Evaluation of Practice

TIME: Mondays 1:00 P.M. - 4:00 P.M., Rm: SW 107A

FACULTY: Danielle Parrish, Ph.D.

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I. Course

A. Catalog Description

Quantitative and qualitative methods to analyze clinical, administrative, program, and policy data for practice evaluation.

B. Purpose

This advanced research course prepares students to conduct practice evaluation in micro, mezzo, and macro settings. It focuses on formulating evidence-based questions on practice evaluation, selecting appropriate designs and measurements, and reporting results with descriptive statistics and qualitative data analysis.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following objectives:

1. explain how practice evaluation is an integral part of social work practice;
2. develop measurable goals for practice evaluation with individuals, groups, organizations and communities;
3. formulate research questions for evaluating practice within the context of appropriate conceptual and theoretical frameworks;
4. describe and utilize a variety of research designs and methods (pre-post comparisons, process and outcome evaluations) that test effectiveness of services and programs;
5. select appropriate measures or tools to evaluate practice in a variety of practice settings;
6. design an evaluation study to support accountability in social work practice;
7. use appropriate statistics and qualitative methods to analyze practice outcomes;
8. examine, produce, and critique evidence-based and other research reports and make recommendations to improve practice effectiveness;
9. demonstrate awareness of research and practice ethics that takes into account diversity and differences including, but not limited to, gender, age, class, race/ethnicity, sexual orientation, and culture.

III. Course Content

This course will include the following topical (content) areas:

1. Evidence-Based Practice Process
2. Ethical Issues in Program Evaluation
3. Needs Assessments
4. Qualitative Methods in Program Evaluation
5. Mixed Methods in Program Evaluation
6. Client Satisfaction Surveys and Survey Methods
7. Sampling Methods for Program Evaluation
8. Formative and Process Evaluation
9. Group Design for Program Evaluation
10. Selecting and Developing Measurement Instruments for Program Evaluation
11. Single System Design
12. Measurement Considerations for Single System Design
13. Cost-Effectiveness and Cost-Benefit Analysis
14. Data Analysis and Report Writing for Program Evaluation
15. Pragmatic and Political Issues in Program Evaluation

IV. Course Structure

A variety of teaching methods will be used during the course of the semester, including lecture, class discussion, guest lecture, and group/class activities. This course will require active participation and interaction, with the goal of stimulating critical thinking, in-depth understanding of the material, and an appreciation of the use of research methodology and tools to evaluate social work practice. A mutually respectful and professional environment is expected.

**The instructor reserves the right to change the course schedule or due dates as necessary during the semester.

V. Textbooks

Required:

Royse, D., Thyer, B.A., & Padgett, D.K. (2016). Program evaluation: An introduction to an evidence-based approach (6th ed.). Belmont, CA: Thomson.

Other required readings will be posted on Blackboard under the date that each reading is due.

Recommended:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC; Aurthor
Rubin, A. & Bellamy, J. (2012). Practitioner's guide to using research for

evidence-based practice, 2nd Ed. Hoboken, NJ: John Wiley & Sons.
Rubin, A. (2013). Statistics for evidence-based practice and evaluation, 3rd Edition. Belmont, CA: Cengage.

VI. Course Requirements

- A. Reading Assignments:** Reading assignments will be primarily from the Royse, Thyer, and Padgett (2016) text. Additional required readings are listed on the course schedule and will be posted on Blackboard.
- B. Weekly Quizzes (25 points):** Given the experiential nature of this course, completion of the required readings before lecture and class activities is essential to maximize student participation and learning. To encourage these readings, **there will be 8 5-item true/false quizzes to be taken online prior to watching the online lecture (taking this quiz will release the lecture), as well as one written quiz for a total of 9 quizzes.** Each quiz will assess whether the students read and recall the main points of the assigned readings for that session. The overall percentage of correct answers across all but two quizzes will account for 25 percent of the course grade. The two quizzes with the lowest number of correct answers will be dropped from this calculation. Regardless of the reason for not taking the quiz in a timely manner (please see due dates and times below in the course schedule), any quizzes that are missed will be included among the two dropped quizzes. If more than two quizzes are missed (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation. ***The written quiz cannot be dropped and is required to earn all 25 points.***
- C. Exams (50 points):** There will be two exams covering the reading material and course content. Each exam is worth 25 points for a total of 50 points. Exams will test students' ability to recall, understand, apply, analyze and synthesize course content. For this reason, exams will include a combination of multiple choice and essay questions. Students are encouraged to read course materials with the goal of achieving understanding, an ability to integrate course material and apply it to real-world situations.
- D. Team Projects (25 points):** Teams comprised of 3-4 students will select a project from one of the options listed in Section XI at the end of this syllabus. Each project is worth 25% of the course grade (15% for the written paper plus 10% for the clarity and preparedness of the oral presentation with visual aid). Each paper should be roughly 10-15 pages in length, and submitted and presented in class on 11/16 or 11/23. Each presentation should last about 15-20 minutes. The expectations regarding the comprehensiveness of the paper and presentation will be greater the more students that are on the team. If any team members feel that any other team members are not equitably sharing the project workload or trying hard enough, they are expected to discuss the problem and try to resolve it as a team. No team member will have their grade affected by such concerns, and each team member will receive the same project

grade. However, the instructor is willing to meet with the team as a whole, if needed and requested, to facilitate the team discussion and attempt to resolve the problem.

- E. BONUS** Class Participation:** You can earn up to 5 bonus points for thoughtful class participation. Class participation includes participating in class/group discussions and exercises, not working on other course work or personal matters during class (including using cell phones or computers), and consistently attending and being on time to class. Attendance is not only expected, but is necessary for you to be successful in this class.

A mutually respectful and professional environment is expected at all times. This includes turning off cell phones before class and not using laptops for personal use during class. Cell phone rings, text messaging, and the use of laptops can be very distracting to others who are trying to learn, and for this reason, I do not tolerate it. For students for whom laptops are an essential tool for note taking, please sit in the back row of class (where the use of computers is less likely to distract others), and restrict computer use solely to note taking.

- F. Extra Credit:** There is an opportunity for earning extra credit in this class to encourage additional learning activities outside the classroom. **You may select to complete options “a” and/or “b” and/or “c” be low – OR- option “d” for a maximum of 10 points possible for extra credit assignments. The extra credit assignment(s) must be turned in by the last day of class to receive credit, no exceptions.**

- a. Online logic model training:** If you are interested in learning more about program planning and evaluation, there is an online course on logic models provided by the University of Wisconsin posted on Blackboard under September 2nd (or available here: <http://www.uwex.edu/ces/lmcourse/>) . You can earn **up to 5 points** extra credit if you complete the video and course and then provide: 1) a print out of the webpage that documents completion of the online course, and 2) a 1 pg. summary that details what you learned from these sources and how logic models may help you in your future practice.
- b. Field Agency Interview Summary (up to 5 points):** If you are interested in connecting what you are learning in class to the “real-world”, you can interview your field placement instructor (or an administrator in your placement) about the current practice or program evaluation activities taking place in your agency, observe part of this evaluation, and write up a 2 pg. summary of this interview. A list of questions and guidelines for completing the summary will be provided on Blackboard. If you are not currently placed in a field placement, you can meet with a former field agency or a current agency in the community.
- c. SAMMIE (Successful Assessment Methods and Measurement in Evaluation) Web Portal (up to 5 points):** If

you are interested in expanding your knowledge and skills in program evaluation, there is an online program provided by The Great Lakes Center for Agricultural Safety and Health, Ohio State University Extension Office of Program Development and Evaluation, and U CARES/OSU Extension:

<http://sammie.osu.edu/>. You will need to set up an account. You can earn **up to 5 points** extra credit if you complete this course and provide: 1) the print outs of the webpage that documents successful completion (at least 70%) of the “Testing Your Knowledge” quizzes, and 2) a 1 pg. summary that details what you learned from the 10 modules and how it may help you in your future practice.

Requirements:

- a. Complete Modules #1-8.
 - b. Choose and Complete 2 additional Modules (9 through 22).
 - c. For each Module, you will complete the:
 - Readings
 - Watch the “Ready for Action” video or read the video script.
 - Complete “Testing Your Knowledge” quizzes & print results (if applicable).
 - d. Write a 1 page summary of what you learned from the 10 modules and how it may help your practice.
- d. Poster Presentation:** Each team has the option of writing an abstract submission and developing a poster presentation for the annual GCSW research conference based on their required team project. If the abstract submission is accepted for presentation at the conference, and the student(s) complete(s) the presentation, **up to 10 additional points can be earned.**

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to

make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All presentations, papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

On the day exams are given, **cell phones or "smart" phones of any kind are not allowed during the time an exam is given.** If a student is observed using an electronic device during an exam, the student will be asked to leave the exam and will receive a score of zero.

X. Course Schedule and Reading Assignments

WEEK OF:	TOPIC AND READINGS:
August 24 th	Introductions; Overview of Course; Evidence-Based Practice Overview
August 31 st	<p>What is Practice Evaluation? Ethical Issues, Overview of Evaluation Methods</p> <p><u>QUIZ #1</u></p> <p>Readings Due for This Class (August 31st): Royse et al. Chapters 1 & 2</p>
September 7 th (Online Only)	<p><u>LABOR DAY</u> (class is online for the week)</p> <p>Needs Assessment & Qualitative/Mixed Methods</p> <p><u>Task List:</u></p> <p>1) Read Chpts. 3 & 4 and take online <u>Quiz 2</u> on the readings. *The quiz must be taken to view the online lecture listed below. <u>This quiz will close by 6:00 p.m. on September 14th</u>.</p> <p>2) Watch online lecture, "Needs Assessment & Qualitative/Mixed Methods" by 6 P.M. on Monday, September 14th.</p> <p><i>*This is a good week to work on the online logic model extra credit assignment if you are interested in this. If you are a macro student, it is highly recommended.</i></p>
September 14 th	<p>Client Satisfaction Surveys & Sampling</p> <p>Readings Due For This class (9/14/14): Royse et al. Ch. 7 & 8</p> <p><u>QUIZ #3</u></p>
September 21 st	<p>Building & Evaluating Programs</p> <p><u>QUIZ #4</u></p> <p>Readings Due For This Class (9/21/14): Royse et al. Ch. 5 & 9</p>
September 28 th	<p>Measurement Tools & Strategies for Program Evaluation</p> <p><u>QUIZ #5</u></p> <p>Readings Due For This Class (9/29/14):</p> <ol style="list-style-type: none"> 1.) Royse et al. Ch. 11 & 12 2.) Springer, Franklin, & Parrish (2011). "Standardized Assessment Measures and Computer-Assisted Assessment."

October 5 th	<u>EXAM 1</u>
October 12 th	Single-System Designs & Measurement Part I (Basics) <u>QUIZ #6</u> Readings Due For This Class (10/20/14): <ol style="list-style-type: none"> 1) Rubin & Babbie. Ch. 12, 'Single-Case Evaluation Designs. 2) Thyer & Meyers. Ch. 2, 'Selecting and Locating Outcome Measures Useful in the Evaluation of Practice.'
October 19 th	Single System Designs & Measurement Part II (Application) <u>QUIZ #7 (typed and due at beginning of class):</u> Read and critique one of the three following articles by answer the following questions (1 point each). <i>This is an independent assignment.</i> We will discuss answers in class. <ol style="list-style-type: none"> 1) What kind of single-case design was used? 2) Did the design control adequately for regression to mean, passage of time, and (to a lesser extent) history? How? If not, what was the limitation of the design? 3) Were the measurement points unbiased and relatively unobtrusive? Why or why not? 4) Was the intervention clearly described and easy to replicate? Why or why not? 5) Were you convinced by the outcomes that the intervention was effective? Why or why not? <ul style="list-style-type: none"> • Taber "Cognitive Behavioral Modification of an Aggressive 12-year Old Boy." • Wolfe et al. "Intensive Behavioral Parent Training for a Child Abusive Mother." Ronen & Rosenbaum. "Helping Children to Help Themselves: A Case Study of Enuresis and Nail Biting."
October 26 th	Pragmatic Issues in the Evaluation of Practice & Efficiency/Cost Analysis <u>QUIZ #8</u> **Listen to <u>online lecture</u> on cost-analysis Dr. Parrish and interview with Dr. Rubin about his article below by October 26 th at 1:00. Class will be 1.5 hours. Readings Due For This Class (10/6/14): <ol style="list-style-type: none"> 1) Royse et al. Ch. 10 & 13 2) Rubin (1997). "The Family Preservation Evaluation from Hell: Implications for Program Evaluation Fidelity." GUEST LECTURE: Cathy Crouch
November 2 nd	Data Analysis & Presentation <u>QUIZ #9</u> Readings Due For This Class (11/3/14): <ol style="list-style-type: none"> 1) Royse et al. Ch. 14 2) Royse et al. (2010) Ch. 14 (posted on Blackboard) *Watch online lecture on Excel Data Analysis by Dr. Holly Oxhandler

<p>November 9th</p> <p>(Group Meeting/No Scheduled Class/Meet at Convenient Time and Location with Team Members)</p>	<p>Diversity & Culturally Sensitive Evaluation</p> <p>*Listen to <u>online lecture</u> prior to meeting in groups to complete the assignment below.</p> <p>*Read articles for class session and prepare a list of your responses to the following questions in preparation for the group discussion:</p> <ol style="list-style-type: none"> 1) What are some principles of culturally sensitive practice evaluation across disparate cultures and populations? 2) What have you learned about the specific population that you read about for your chosen article (Legiecq & Bailey 2004, Moradi et al, 2009 or Jones et al, 2011)? 3) What else have you learned from the readings? Anything surprising or that you disagreed with? <p>Readings Due for This Class (11/10/14):</p> <ol style="list-style-type: none"> 1) Pickler (2008). Culture Competence in Research: Research Design and Subject Recruitment. 2) Cowles (2005). Ten Strategies for Enhancing Multicultural Competency in Evaluation. 3) Plus one of the following for group discussion: <ul style="list-style-type: none"> ▪ Legiecq & Bailey (2004). Evaluating from the outside: Conducting cross-cultural evaluation research on an American Indian Reservation ▪ Moradi et al (2009). Counseling Psychology Research on Sexual (Orientation) Minority Issues: Conceptual and Methodological Challenges and Opportunities. ▪ Jones et al (2011) Lessons from the Viagra Study: Methodological Challenges in the Recruitment of Older and Minority Heterosexual Men for Research on Sexual Practices and Risk Behaviors.
<p>November 16th</p>	<p>Evaluation Team Presentations (you will evaluate your peer's presentation as part of the grade)</p>
<p>November 23rd</p>	<p>Evaluation Team Presentations (you will evaluate your peer's presentation as part of grade)</p>
<p>November 30th</p>	<p>EXAM 2</p>

XI. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XII. Addenda – Team Project Options

As mentioned in Section V (part D) of this syllabus, teams of 2-4 students will choose to complete one of the following projects for 25% of their course grade. If the project requires learning content that will be covered in a later class session after the students commence the project, they are encouraged to read up on that material in advance of its appearance in the course schedule and to seek out (as a team) instructor guidance on that content as early as feasible.

- A. Obtain a client satisfaction form from two agencies with which you are familiar. Critically appraise the methodological quality of each form, and revise each as needed to make it better.
- B. For an agency or community with which you are familiar, design a needs assessment that includes key informants and a community survey, including instruments and sampling plans. Provide rationales for your decisions.
- C. Obtain an actual program evaluation report from an agency with which you are familiar. Discuss the report with its author(s), if possible. Critically appraise the report based on the following:
 - a. The guidelines in Chapter 15 of Royce et al.
 - b. The methodological rigor and cultural sensitivity of the evaluation
 - c. The extent to which the evaluation and/or its report may have been influenced by political pressures
- D. Conduct and report a self-change project using a single-case design, as follows.
 - a. The focus of the paper should be on conducting a single-case design evaluation for a self-change project for one of the students on your team. The intervention should apply to something that the student would like to improve, such as smoking less, eating better, exercising more, sleeping better, and so on.
 - b. At least one component of the intervention should be a social work intervention. For example, if the aim is to stop smoking, it is okay to include a nicotine patch as one component (assuming it is medically advisable by the individual's physician), but since that is not a social work intervention, another component would be needed, such as a behavioral modification contingency, social support/reinforcement, some sort of motivational technique, etc. Likewise, if the goal is to lose weight, it is okay to include a dietary component, but since that is not a social work intervention, another component would be needed – perhaps some sort of social or behavioral intervention to motivate the student to keep to her diet, etc.
 - c. Formulate and implement a single-case design to evaluate the effectiveness of the intervention you develop, collect data for it, and report and interpret its results.
 - d. Although only one team member will be the focus of the intervention, other team members can help in formulating the design and measurement plan, implementing the intervention (for

example, by serving as a support group, accompanying the focused team member in exercising, and so on), preparing graphs, and writing the report.

- e. The chief criteria in evaluating your paper will be the quality of the graph of results and its interpretation, NOT whether the intervention was effective.
- f. Your paper can be guided by the following outline:
 - Briefly describe the self-change goal.
 - Briefly describe the chosen intervention. (The intervention need not be evidence-based. Just choose something that makes sense to you and is feasible for you.)
 - Describe your research design and why you chose it (e.g., AB, ABAB, etc.).
 - Describe and justify what you measured, source of data, any measurement instruments used, who measured, and when each measurement was taken.
 - Identify and justify how many data points were in each phase.
 - Provide a graph of your data points and interpret the visual significance (or lack thereof) of the graph, discuss alternative plausible interpretations, and draw conclusions.

E. Propose an outcome program evaluation within an agency/organization, a community program/intervention, or a policy. Use Royce et al., Chapter 15, as a guide for writing this proposal. The proposal should include all sections outlined below.

- **Introduction/Literature Review:** The introduction will provide a clear delineation of the practice problem, the proposed intervention, program, or policy and the purpose/rationale for the evaluation. It will also provide a relevant context for understanding the proposed intervention, program or policy, and include a thorough search of relevant historical and current literature related to the particular practice issue and other efforts to address this issue. This section ends with the evaluation questions and hypotheses.
- **Methodology:** The methodology should include a clear description of the evaluation design and the rationale for its use, the sampling procedures used if using more than one client, a description of the sample being obtained or the client, procedures used to collect data, and data collection instruments.
- **Implications and Limitations:** The final section of this paper—the implications and limitations--will discuss: 1) the practical implications that the proposed evaluation plan will have for clients, the agency/organization, or the community (e.g., What are the possible benefits and how might this information inform future practice efforts?), and 2) The limitations of your proposed evaluation plan and how might this affect the conclusions you are able to draw from any results you would obtain.

If you are able to implement an evaluation within your field placement or work setting and report on your results in a Results and Discussion

section as a part of this assignment, you can earn up to 5 points of extra credit (that counts toward your total of 10 points extra credit).

- F. Conduct an analysis of data within your field or employment agency and write a formal program evaluation report. Please see the instructor with details as early in the semester as possible if this is of interest, and ensure that you have permission to conduct this analysis in your agency and present the results in class.
- G. Other: Students can propose for instructor approval an alternative project option. If so, the earlier in the semester the approval is obtained, the better.