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Department of Social Work

**Applied Social Science Research (SOCW 546)**

**About the Instructor**

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Office Hours:  By appointment only

**Course Description (**3 credit hours)

This course will consider how research is used to ensure unit/agency level practice effectiveness, programmatic decision-making, service quality, and program efficiency. To develop this understanding of applied research methods, students will be introduced to the multitude of research methodologies used to evaluate programmatic practice decisions and agency programs. They will gain knowledge on the different types of evaluation [process and product], the different types of research designs [single subject and group; experimental and random], and the different types of analytic approaches [program assessment, program development, program monitoring, and program evaluation]. Beyond addressing research methods, this course will also expand students’ understanding of ethical and value judgments inherent in the development and implementation of social programs. Additionally, it will introduce students to the basics of grant-writing, proposal development, needs assessments, and budgeting as it relates to program development, so that they will have a better appreciation for the importance of specificity and organizational capacity to evaluation. Overall, this course will help students improve their skill at being able to develop appropriate and effective social service programs. Though it has the capacity to shape social work competencies across the nine competencies domain put forth by CSWE, this course will more intently focus on advancing students’ knowledge, skills, values, and cognitive affective processing on Competencies 4 and 9.

**Course Objectives (Aligned Competency and Practice Behaviors)**

Social Work Education is framed by a competency-based approach to curriculum design, which suggests that competency is achieved across nine core areas. Competency is assessed through advances in four core domains: knowledge (K), values (V), skills (S), and cognitive affective processing (CA). The detailed alignments of the course objectives to practice competencies are presented below.

Upon completion of this course, student will make advances in column two and demonstrate competencies in the competency areas designated by column three:

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|  | **Objective** | **CSWE Competencies (Practice Behaviors)** |
| 1 | An understanding of the variety of research designs and criteria for use in evaluation of social work programs and policies | Comp. 4 (1-3)  Comp. 9 (1-3) |
| 2 | An understanding of the utility of social science research in grant writing and proposal development; Ability to use applied research to execute grant activities | Comp. 4 (2-3)  Comp. 7 (1)  Comp. 9 (1-3) |
| 3 | An understanding of ethical implications inherent in decision-making regarding program planning, design, implementation, and evaluation, especially in relation to the profession’s Code of Ethics. | Comp. 1(1,3)  Comp. 9(1) |
| 4 | Understanding of the role that stakeholder and client groups play in program development and evaluation. | Comp. 4 (2-3)  Comp. 8 (4)  Comp. 9 (3) |
| 5 | An understanding of and ability to engage in the proper techniques to develop evaluation research plans that reflect sensitivity to social and cultural diversity. | Comp. 1 (1)  Comp. 2 (1) |
| 6 | Comfort in developing organizational logic models, budgets, and evaluation tools | Comp. 1 (2)  Comp. 2 (3) |
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**HOW TO GET STARTED:**

To get started in SOCW 546 logon to Blackboard using your e-id and Password. Select the SOCW 546 course shell. You will be directed first to the **Start Here!** page. Each time you logon, be sure to check for new course announcements. On the left side of the screen you will see a list of links including (1) About This Course, (2) Coursework, (3) RedShelf, (4) Zoom Links, (5) My Grades, and (6) Help. You will use these links to navigate the course site. Below you will find a description of these links.

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| **Link** | **Description** |
| Start Here! | Course announcements & messages from the instructor |
| About This Course | Documents  SOCW 546 Syllabus & Course Schedule  Course Policies  MSW Behavior Policy  Statement Regarding Plagiarism  SIUE Student Code of Conduct  Student Support Services  Disability Support Services  SIUE ITS Blackboard Student Support  SIUE Lovejoy Library  SIUE Writing Center  SIUE Tutoring Services  Core Rules of Netiquette |
| Coursework | Under the Weekly Course Info you will find information organized in folders according to each week of the course. The folder links list the contents of each folder.  Once you enter a weekly content folder you will find a folder for each class period. Each folder lists the tasks that should be completed for that specific class period:   * Listen to Lectures * Watch Videos * Complete Quiz * Submit an Assignment |
| RedShelf | Access the required textbook – *Program Evaluation for Social Workers* |
| Zoom | This link will provide you with the link to my Zoom Office. |
| Help | Redirects you to a website outside of the Blackboard course shell and will provide you with additional assistance and support if you are experiencing technical difficulties within Blackboard. |
| My Grades | My Grades shows you the assignments you have submitted and the scores you received once they are graded.  In order to view comments or feedback on papers or quizzes you must click on the score, which will redirect you to another page. Then click on the attachment if it is a paper, or click on the score again if it is a quiz to view your submission. |

**Course Textbooks and Readings**

* Grinnell, R.M., Gabor, P.A. & Unrau, Y.A. (2016). Program Evaluation for Social Workers: Foundations of Evidence-Based Proposals, 7th edition. Oxford University Press. [ISBN: 978-0-19-022730-2]
* American Psychological Association.  (2009).  *Publication manual of the American Psychological Association* (6th ed.).  Washington, DC: Author.  [http://www.apa.org]
* Council on Social Work Education (2015).
* *Education Policy and Accreditation Standards* available at www.cswe.org National Association of Social Workers.
* *NASW Standards for Cultural Competence in Social Work Practice*. Washington, DC: National Association of Social Workers. *http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf*
* Additional readings as assigned (these will be shared in class or posted in the Course Blackboard site).

**Course Requirements – Assessments**

The following is a general overview of the course assessments:

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| **Course Requirements** | **Short Description** | **Grading Details** |
| Ethical ASSR | Students will be expected to complete the SIUE Human Subjects module, which focuses on ethical practice in research. Students will meet University passing criteria and turn in completion certificate that validates passing score | 60 points  (20%) |
| Content Quizzes | Students will be expected to complete content quizzes. | 60 points  (20%) |
| Application Assignments | Students will be assigned a total of three assignments that ask them to apply their knowledge and demonstrate their skills related to program evaluation.  Students will be REQUIRED to complete the following activity:   * Program Theory & Logic Model Assignment   Students will CHOOSE to complete ONE of the THREE options below:   * Needs Assessment Assignment * Consumer Satisfaction Assignment * Efficiency Evaluation Assignment | 120 points  (60%) |

**Course Grading:**

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| **Assignment** | **Grade Percentage** |
| Ethical ASSR | 60 points |
| Content Quizzes | 60 points |
| Application Assignments | 120 points |
| Total | 240 points |

A 240 – 216

B 215 – 192

C 191 – 168

D 167 – 144

F Less than 144 points

**Course and University Policies**

**Attendance Policy:**

This course will be delivered asynchronously online during the winter session, thus in-person attendance is not required. Although attendance is not required, success in this online course is dependent on your active participation and engagement throughout the course. As such, students are required to read the assigned readings, view required course materials, and complete all assignments and quizzes by the specified deadlines.

**Expectations for Written Work:**

Written assignments are expected to be in standard American English, have subheadings, and use correct grammar, spelling, and punctuation. Unless otherwise instructed, text citations and references list must be in correct APA (7th Ed.) format. All sentences must comprise of the student’s own words. Ideas, information, and concepts that originated with any other course must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar. Students are encouraged to use the assistance and services of the SIUE Writing Center located in the Student Success Center – Room 1254, Phone: 618-650-2045, <http://www.siue.edu/lss/writing/index.shtml>

**Academic Integrity/Plagiarism:**

Academic integrity is expected of ALL students.  Students should demonstrate honesty in all activities – *“Acts of academic misconduct for which students are subject to sanctions include, without limitation, plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts.”*  Violations of academic honesty will result in no grade for the exam/assignment and notification to the appropriate regulating body (e.g Chair of the Department of Social Work, Office of the Dean of the College of Arts & Science (CAS), Office of the Dean of the program where the student is enrolled if not CAS, and/or the Provost & Vice Chancellor of Academic Affairs.  For more information, please visit <http://www.siue.edu/policies/3c2.shtml>

**Commitment to Diversity:**

In an ideal world, the things we learn, including scientific facts would be objective. However, much of our knowledge is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scholars but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scholarly and scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of the world we live in, thus we will do what we can to create a learning environment that supports diversity of thoughts, perspective, and experiences and honors your identities (including race, gender, class, sexuality, religion, spirituality, ability, etc.). To help accomplish this:

* Please let me and your classmates know of your ‘proper’ name pronunciations, gender pronoun preferences, race or ethnic identities;
* Please respect and honor your classmates self-reported identities and the evolution of these identities;
* I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or submit an anonymous letter to my mailbox to let me know.

**Services for Students Needing Accommodations:**

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please notify the instructor as soon as possible.

Students who have a learning disability, sensory or physical/mental disability or impairment, or utilize English as a second language or need special assistance in lecture, reading assignments, and/or testing due to medical diagnosis or major life impairment should contact and register with SIUE’s Accessible Campus Community & Equitable Student Support (ACCESS) Office. This University service is FREE. They can help you identify what type of class accommodations can be provide within this course. After a student is registered with the ACCESS Office, they will inform the instructor on what type of accommodations to provide.

Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).

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| **UNIT** | **TOPIC & OBJECTIVES** | **READINGS** | **ONLINE CONTENT** | **ASSESSMENTS** |
| Unit 1 – Preparing for Program Evaluation | ***Introduction to Program Evaluation***  After the course introduction students will recognize all of the course requirements and policies. | Rossi et al. Ch. 1  *Overview of Program Evaluation*  (See Blackboard for Reading)  Grinnell et al., Ch. 1 *Toward Accountability* | Review Syllabus & Course Intro Video  Lecture Material to View:  Intro to Evaluation | Complete Introduction Discussion Board Post  Complete Q&A Discussion Board  Complete the Citi Human Subjects Training – Certificates must be submitted to open Unit #2 Content |
| ***Research Ethics***  After listening to the lectures & completing the readings students will differentiate between ethical and unethical research and evaluation conduct. | Grinnell et al., 5 *Ethics* | Lecture Material to View:  History of Research Ethics  Conflict of Interest  Research with Human Subjects  Data Management |
| Unit 2 – Designing Programs & Evaluations | ***Measurement, Survey Design, & Agency Data Sources***  After completing the assigned readings and listening to the lectures students will write acceptable survey questions. | Trochim & Donnelly Ch. 4 *Survey Research*  Kapp & Anderson Ch. 8 *Program Description: Evaluation Designs Using Available Information*  (See Blackboard for Readings) | Lecture Material to View:  Survey Research  Agency Data Sources  Watch YouTube Video – Writing Good Survey Questions | Complete Program Theory and Logic Model Assignment  (Required)  Complete by Friday, January 7th by 11:59 PM  Complete Unit 2 Content Quiz – Must complete Unit #2 Content Quiz to open Unit #3 Content |
| ***Logic Models & Program Theory***  After completing the assigned readings and listening to lectures students will create a logic model. | Logic Model Development Guide – See Blackboard  The Community Toolbox (2010). Developing a Logic Model or Theory of Change  <http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx> | Watch YouTube Videos:  Theory of Change  Developing Logic Models  Complete the Logic Model Online Training |

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| **UNIT** | **TOPIC & OBJECTIVES** | **READINGS** | **ONLINE CONTENT** | **ASSESSMENTS** |
| Unit 3 – Implementing Evaluations | ***Evaluating Need, Processes, & Outcomes***  After completing the chapter readings & lecture students will be able to design a needs assessment, process evaluation, and outcomes evaluation. | Rossi et al. Ch. 4 *Assessing the Need for a Program*  (See Blackboard for Reading)  Grinnell et al., Ch. 10 *Needs Assessment*  Grinnell et al., Ch. 11 *Process Evaluations*  Grinnell et al., Ch. 12  *Outcome Evaluations* | Lecture Material to View:  Needs Assessment  Process Evaluation  Outcomes Evaluation | Choose 1 of 3 Assignments to Complete   1. Needs Assessment Assignment 2. Client Satisfaction Assignment 3. Cost-Effectiveness Assignment   By Friday, January 7th by 11:59 PM  Complete Unit 3 Content Quiz – Must complete the quiz to open and access Unit #4 content |
| ***Client Satisfaction Surveys***  ***Goal Attainment Scaling***  After completing the assigned readings & listening to the lectures students will be able to design client satisfaction surveys and demonstrate goal attainment scaling. | Royse et al. Ch. 7  *Goal Attainment Scaling*  Royse et al. Ch. 8  *Client Satisfaction Survey*  (See Blackboard for Readings) | Lecture Material to View:  Goal Attainment Scaling  Client Satisfaction Scales Lecture |
| ***Cost-Effectiveness & Cost Analysis Design***  After completing the chapter readings & participating in the class discussion students will evaluate cost analyses. | Grinnell et al., Ch. 13  *Efficiency Evaluations* | Lecture Material to View:  Cost Effectiveness Analysis |
| Unit 4 – Making Decisions | ***Disseminating Results***  After completing the readings and participating in lecture, students will write a final evaluation report and disseminate the results. | Grinnell et al., Ch. 15  *Making Decisions* | Lecture Material to View:  Goals & Strategies for Disseminating Results  Methods for Disseminating Results | Complete Unit 4 Content Quiz |
| ***Issues in Evaluation***  After completing the readings, listening to the lectures, and participating in the discussion board activity students will identify issues that may become problematic in program evaluation and explain how to avoid or remedy those issues. | Grinnell et al., Ch. 15 *Making Decisions* | Lecture Material to View:  Program Fidelity & Adaptation  Evaluation Constraints |

**Bibliography**

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Kapp, S.A. & Anderson, G.R. (2010). Chapter 13: Dissemination Spreading the News, 325-341.

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Shaw, I., & Lishman, J. (1999). *Evaluation and social work practice.* London: Sage.

Westerfelt, A., & Dietz, T. J. (2005). *Planning and conducting agency-based research* (3rd ed.). Boston, MA: Pearson Education.

**Subject to change notice**

The instructor reserves the right to modify and/or cancel assignments, assignment due dates, or assignment requirements as deemed necessary.  In the event that this becomes necessary, the instructor will give at least a 2-day notice.