Course Change Request

New Course Proposal

Date Submitted: 11/19/15 10:19 am

Viewing: **SOWO 7030 : Evaluation in Social Work Practice**

Last edit: 11/19/15 10:19 am

**Changes proposed by:** ZUGAZCB

In Workflow

1. SOCY Chair
2. LA Graduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. Coordinator Curriculum Management
6. Graduate Council Curriculum Committee Chair
7. Coordinator Curriculum Management

Approval Path

1. 11/19/15 3:41 pm
   LAF0014: Approved for SOCY Chair

**Submitter:**

**User ID:** ZUGAZCB
**Phone:** 4-2879

**Proposing College/School:**

College of Liberal Arts

**Department:**

Sociology, Anthro. & Soc. Wk.

**Effective Term:**

Fall 2016

**Subject Code:**

Social Work (SOWO)

**Course Number:**

7030

**Justification for Graduate Credit**

Evaluation is an essential aspect of good social work practice and a key component of social work graduate level education. This evaluation course is designed to provide students with advanced competence in research design, data collection, data analysis and statistics. It is critical for students to learn how to design and conduct research that incorporates current evaluation methods and principles derived from research, theory, practice wisdom, as well as
Justification for new course:

This is a course in the new Master of Social Work (MSW) program.

Course Title: Evaluation in Social Work Practice

Abbreviated Title: Evaluation of Practice

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

Can the course be repeated? No

Total Credit Hours: 3

Grading Type: Standard Grades

Prerequisites: These prerequisites do not apply to students in the Advanced Standing program. For Advanced Standing students there are no prerequisites for this course.

Prerequisite Courses:
- SOWO 7000 - Introduction to Social Work and Social Welfare
- SOWO 7800 - Human Behavior and the Social Environment
- SOWO 7060 - Social Work Practice with Individuals and Families
- SOWO 7090 - Advanced Social Welfare Policy
- SOWO 7070 - Social Work with Groups and Communities
- SOWO 7700 - Foundations of Social Work Research

Corequisites:

Restrictions: Exclude Freshman
Exclude Junior
Exclude Sophomore
Exclude Senior
Exclude For Non Degree

Other Restrictions: Students must be admitted to the Master of Social Work program to enroll in this course.

Admin Restrictions:

Course Description: This course examines quantitative and qualitative evaluation of agency programs and individual practice. Students will engage in hands-on individual and/or small-group research projects to experience all phases of the
May Count Either:

Affected Program(s):

Overlapping or Duplication of Other Units' Offerings: No

Resources
Access to additional social work journals such as *Qualitative Social Work* are recommended.

Course Objectives/Outcomes
Building on Foundations of Social Work Research, students will:

1. Expand their knowledge and understanding of the critical components in evaluating Social Work programs and interventions.
2. Further develop research skills that can be applied to micro, mezzo, and macro practice.
3. Further understand the principles underlying the development and implementation of effective case and program evaluation.
4. Demonstrate knowledge of single-system and program level evaluation as a means to improve social work interventions.
5. Become knowledgeable about the issues involved in conducting culturally sensitive program and practice evaluations.
6. Become regular and critical consumers of social work evaluation and research.
7. Develop an awareness of the application of social work values and ethics to the evaluation process.

Is this course considered University Core? No

- **Week 1: What is Program Evaluation? Ethical Issues in Program Evaluation**

  Readings:

  
  Ch. 2: Ethical Issues in Program Evaluation

  - Ryan, W. & Smith, J.D. (2009). Antibullying programs in schools: How effective are evaluation practices?
Prevention Science, 10(3), 248-259. DOI:
10.1007/s11121-009-0128-y


**Week 2: Types of Evaluation: Single System Research Designs.**

Readings:

- Royse et al. Ch. 6: Single System Research Designs.

Assignments DUE: Course Exercise 1

**Week 3: Types of Evaluations: Needs Assessments**

Readings:

- Royse et al. Ch. 3: Needs Assessment

Assignments DUE: Human Subjects Certification

Human Subjects Certification
Week 4: Types of Evaluations: Formative and Process

Readings:

- Royse et al. Ch. 5: Formative and Process Evaluation

Assignments DUE: Journal Article Critique - Single-System Article Journal

Week 5: Types of Evaluations: Client Satisfaction Studies

Readings:

- Royse et al. Ch. 7: Client Satisfaction Studies

Week 6: Group Research Designs

Readings:

- Royse et al. Ch. 9: Group Research Design

Assignments DUE: Course Exercise 2

**Week 7: Cost Approaches**

Readings:

• Royse et al. Ch 10: Cost Effectiveness and Cost Analysis

Assignments DUE: Single-System Paper Due

**Week 8: Qualitative and Mixed Methods**

Readings:

• Royse et al. Ch. 4: Qualitative & Mixed Methods in Evaluation

Assignments DUE: Course Exercise 3

**Week 9: Sampling**

Readings:

• Royse et al. Ch. 8: Sampling

Assignments DUE: Journal Article Critique - Qualitative Article

**Week 10: Measurement Tools and Strategies; Instruments**

Readings:

- Royse et al, Ch. 11: Measurement Tools and Strategies. Ch. 12: Illustrations of Instruments

**Week 11: Data Analysis- Part I**

Readings:

- Royse et al, Ch. 14: Data Analysis

Assignments DUE: Journal Article Critique - Program Evaluation

**Week 12: Data Analysis- Part II**

Readings:

- Royse et al, Ch. 14: Data Analysis

Assignments DUE: Course Exercise 4

**Week 13: Issues in Evaluation**

Readings:

- Royse et al, Ch. 13: Pragmatic Issues


**Week 14: Writing Evaluation Reports**

Readings:

• Royse et al, Ch. 15: Writing Evaluation Proposals, Reports, and Journal Articles


Assignments DUE: Course Exercise 5

**Week 15: Presentations and Papers DUE**

Group Program Evaluation paper will be presented and turned in.

1. **Course Exercises** – These 5 assignments will be based on assigned readings, class exercises, and lectures. They will cover all aspects of evaluation and social work research in practice and be integrated throughout the course. (10% of total grade)

   This assignment meets the following Learning Objectives:

   1. Learning Objective 2
   2. Learning Objective 6

2. **Human Subjects Certification** – All students will obtain CITI certification through Auburn University. Students will be given explicit instructions on how to complete this assignment. (10% of total grade)
3. **Single-System Evaluation Project** (20% of total grade) – Students will individually complete a 5-7 page single-systems evaluation project. Use the following outline to complete the project:

1. Describe the subject.
2. What was the client/consumer problem or goal you measured in this case?
3. How did you measure the goal (procedures used, operational definition, frequency)?
4. Intervention(s) you used and when used (be specific).
5. Findings (chart is appropriate) and share findings and discuss implications.
6. How are you and the field instructor sharing your findings?

This assignment meets the following Learning Objectives:

1. Learning Objective 1
2. Learning Objective 3
3. Learning Objective 4

4. **Program Evaluation Project** (20% of total grade) – Students will conduct a 5-7 page program level evaluation as part of a group and present these findings. Use the following outline to complete the project:

1. Describe the program.
2. What was the program goal or objective measured?
3. How did you measure it (procedures used, operational definition, frequency)?
4. Program description (how the program is supposed to impact the goal)?
5. Findings (chart or table are appropriate) and share findings and discuss implications.
6. How are you and the field instructor sharing your findings?

This assignment meets the following Learning Objectives:

1. Learning Objective 1
2. Learning Objective 3
3. Learning Objective 4

5. **Journal Article Critiques** – Students will summarize and critique one program evaluation, one qualitative study, and one exemplary single subject system practice-based research efforts published by social work professional journals which have evaluated social work interventions. (3 articles x 5%
each = 15% of total grade)

This assignment meets the following Learning Objectives:

1. Learning Objective 1
2. Learning Objective 5
3. Learning Objective 6
4. Learning Objective 7

6. Exams - Students will complete one comprehensive final exam. (25% of total grade)

This assignment meets the following Learning Objectives:

1. Learning Objective 1
2. Learning Objective 2
3. Learning Objective 3
4. Learning Objective 4
5. Learning Objective 5
6. Learning Objective 6
7. Learning Objective 7

Rubric and Grading Scale:

Course Exercises – 10%
Human Subjects Certification – 10%
Single System Evaluation Project – 20%
Program Evaluation Project– 20%
Journal Article Critiques (3 x 5%=15%)

Exam – 25%

Grading scale:
90-100 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 & Below = F

Supplemental Information For Addition Of Distance Education Course

Justification for DE Delivery
POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).