

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 549 Program Development & Continuous Improvement
(3 Credit Hours)
Spring 2018 – Section 002

Instructor information

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Office hours- by appointment

Zoom Class Dates/Times: Jan 22, Feb 12, Mar 5, April 9 5:30-6:30 pm CT

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This course will address the important aspects of measuring and demonstrating the impact that a social program has on clients. Topics such as assessment, evaluation in social sector, fidelity to evidence-based practice, basic principles of program development, needs assessments, environmental scan, impact measurements, process evaluation, information management through technology, data-driven decision making, and translational research skills will be addressed.

Course Rationale

Social workers regardless of practice roles must be able to understand, appreciate, and use diverse research and research methods in order to develop and implement ethical, efficacious, and accountable programs and policies. Toward that end, it is essential that social workers have the knowledge and skills necessary to retrieve and critically evaluate existing program and policy research and the tools to carry out evaluations of programs and policies. Therefore, this course focuses on the understanding and application of diverse evaluative research methods in order to prepare students to provide the most effective policies and programs to clients and to contribute to the program and policy knowledge base of the profession.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

1. Knowledge of the history, definitions, and philosophies of evaluation research in advancing practice of evidence based practice. *OL 9.1 [Content: The purposes of evaluative research, theories of evaluation, history of evaluation, previous abuses of research with underrepresented client systems and reasons for using evaluative research to contribute to the evidence base, and issues of research with diverse clients/client systems including individuals, families, groups, organizations, and communities.]*

2. Skills in utilizing search resources to access relevant evidence based evaluation literature with an emphasis on applying critical thinking in the interpretation, synthesis and development of social work programs and policies. *OL 7.1, 9.1 [Content: Critical analysis of existing evaluative research, using empirical research to develop outcome measures, ability to conduct a review of evidence based literature to determine type of evaluation needed and using research to inform practice and practice experience to inform practice. Skills in translational and intervention research, the ability to take the evidence from the literature and apply it to program development.]*
3. Skills and knowledge related to process evaluation and outcomes evaluation. *OL 9.1, 9.2, 9.3 [Content: The process evaluation includes the awareness of helping stakeholders (including individual, family, group, organization and community stakeholders) see how a program outcome or impact was achieved. While outcome evaluation assesses the effectiveness of a program in producing change.]*
4. Skills and knowledge of the principles of program development. *OL 7.1, 7.2 [Content: Assessments to determine needs of populations that various organizations serve, environmental scan, impact measurements, monitoring systems, responsive re-development of programs, critically appraising evaluation designs, outcome measures and program goals/objectives, using logic models to visually display program inputs, processes and outcomes, making the link between program elements and evaluation design, understanding contextual variables, as well as formulating practice oriented research questions.]*
5. Knowledge of the principles of sampling techniques relevant to evaluation research, including the ability to select appropriate sampling strategies for particular evaluation circumstances. *OL 2.1, 4.1, 4.2, 4.3 [Content: Cultural sensitivity in sampling procedures, representative sampling strategies in the development of an evaluative research design, and data collection techniques including secondary data, primary data, interviews & surveys.]*
6. Knowledge of applied research design. *OL 4.1, 4.2, 4.3. [Content: The principles, logic, strengths, and limitations of meta-analysis, experimental design, quasi-experimental design, case-control and cohort studies, pre-experimental group studies, surveys, and qualitative research designs, including the ability to select appropriate research designs for particular evaluation circumstances.]*
7. Skills in data collection, preparation, manipulation, analysis, and presentation of evaluation research data. *OL 4.1, 4.2, 4.3 [Content: Building 1 database using statistical programs, use of statistical tools such as SPSS, graphic, tabular and statistical presentation of evaluative research findings, reporting and disseminating evaluation results, and the use of descriptive statistics, chi-square, correlation and t-tests. Skills in conducting assessments, determining program goals and objectives, and determining the needs of populations served.]*

8. Knowledge of potential biases in evaluation research with minority and disadvantaged groups with an emphasis on skills to avoid these biases to the best extend possible. OL 2.1, 2.2, 9.1 [*Content: Use of evaluative research in identifying barriers to culturally relevant service delivery for various client systems, working with diverse client systems assessing different practice models, interventions, research methods and instruments when working with diverse client systems and appropriately adapt practice with the best evidence of effective and culturally affirming social work practice.*]

9. Knowledge of ethical, political, and organizational factors involved in the conduct of evaluation research. OL 1.1, 1.2 1.3, 2.1 [*Content: Factors such as the NASW and Code of Ethics, methods for addressing ethical dilemmas in evaluative research, political and organizational factors involved in evaluation research, human subject protection and informed consent, and the avoidance of bias and understanding the perspectives of minority and disadvantaged groups in the conduct and interpretation of evaluation research.*]

Required Textbook

Grinnell, R. M., Gabor, P.A., & Unrau, Y.A. (2015). Program Evaluation for Social Workers: Foundations of Evidence Based Programs (7th) Eds. Oxford University Press

Reid, Howard M. (2014). Introduction to Statistics: Fundamental Concepts and Procedures of Data Analysis. Sage Publications Ltd. (Recommend rental from Amazon as text will only be used for module 6.)

Additional readings are in the Canvas course site.

Course Requirements

This class is an online class. Students are expected to complete six modules online and the assignments associated with each module. Class participation is expected and will be determined by your participation in online discussions and zoom sessions. **No late submissions of your assignments will be accepted.** A student who wishes an extension of time for an assignment due to medical or personal emergency should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

Assignments & Grading

Online quizzes (5 at 10 % each)	50
Discussion Board (10%)	10
Logic Model (10%)	10
Article Critiques (2 @ 5%)	10
EBP Online Training (10%)	10
Data Analysis Project (10%)	10
Total	100

- *Quizzes:*

(Dimensions covered include knowledge, values, and cognitive and affective processes)

Students will have a total of 5 quizzes. The quizzes will cover all reading materials and course materials up to that point in the course. All quizzes are located in Canvas under the modules. The quizzes are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. Sharing answers or helping each other constitutes cheating and will result in disciplinary action. The quiz will be timed and you have 2 hours to complete the each quiz. Once you open a quiz, you must complete the quiz within 2 hours. Do not open the quiz until you have reviewed the material for that module and you are ready to take the quiz. If you fail to take the quiz, during the designated time, you will receive a penalty of two points for a make-up quiz.

- *Quiz 1: Introduction to Program Evaluation & Evidence Based-Practice (CC: 1, 2, 5, 6, 8, 9)*
- *Quiz 2: Planning the Evaluation (CC: 1, 2, 3, 5, 8, 9)*
- *Quiz 3: Designing Programs & Logic Models (CC: 2, 3,4)*
- *Quiz 4: Preparing for an Evaluation- Evaluation Designs (CC: 2,4, 5, 6, 8, 9)*
- *Quiz 5: Implementing Evaluations (CC:3, 4, 5, 9)*

- *Discussion Board:*

(Dimensions covered include knowledge, skill, and cognitive and affective processes)

Students are expected to participate in a discussion board with their classmates. The discussion board is located under the module in the Canvas site. You are required to actively engage in thoughtful discussions with your classmates. Your comment(s) can either be a new thread or a detailed response to other students' comments. A simply "Yes, I agree" or "No, I don't agree" is not an acceptable comment. Your grade for the discussion board will be dependent on the quality and appropriateness of your comments. It is important to remember that this is a classroom environment. Therefore, your language and tone on the discussion board should reflect this environment. You are strongly encouraged to challenge and disagree with each other, but this must be done in a respectful manner. The discussion boards will cover the following topics:

- *Module 4: Preparing for an evaluation & Evaluation Designs (CC: 2, 3, 4, 5, 6, 8, 9)*

- *Article Critiques:*

(Dimensions covered include knowledge, values, and cognitive and affective processes)

- In order to assist students in selecting and using the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice, students are required to select and complete article critiques on two of the following program evaluation studies. (CC: 2, 3,4, 5, 6, 7, 8, 9)

- Butler, F., & Baghi, H. (2008). Using the internet to facilitate positive attitudes of college students toward aging and working with older adults. *Journal of Intergenerational Relationships*, 6(2), 175-189.
- Dellasega, C., & Adamshick, P. (2005). Evaluation of a program designed to reduce relational aggression in middle school girls. *Journal of school violence*, 4(3), 63-76.
- Perry, C., & Weatherby, K. (2011). Feasibility of an Intergenerational Tai Chi Program: A Community-Based Participatory Research Project. *Journal of Intergenerational Relationships*, 9(1), 69-84.
- Smith, T., Sells, S., Rodman, J., & Reynolds, L. (2006). Reducing adolescent substance abuse and delinquency: Pilot research of a family-oriented psychoeducation curriculum. *Journal of Child & Adolescent Substance Abuse*, 15(4), 105-115.
- West, S., & O'Neal, K. (2004). Project DARE outcome effectiveness revisited. *American Journal of Public Health*, 94(6), 1027.
- Windell, J., & Allen, J. (2005). An application of fear appeal messages to enhance the benefits of a jail encounter program for youthful offenders. *Youth violence and juvenile justice*, 3(4), 388-394.

- *Evidence Based Practice Assignment:*

(Dimensions covered include knowledge, values)

In order to assist in locating, critically appraising, and applying the evidence-based approach to program evaluation, each student is required to complete an online EBP training program. There are 9 learning modules (EBBP Process, Introduction to Systematic Review, Searching for Evidence, Critical Appraisal, Randomized Controlled Trials, Shared Decision-Making with Individual Clients, Collaborative Decision-Making with Communities, Stakeholder, and Implementation of EBP). (CC: 1, 2, 5, 6, 8, 9)

- *Data Analysis Assignment:*

(Dimensions covered include knowledge, skill, and cognitive and affective processes)

This assignment addresses data management and analysis. Each student will be provided with data and instructions for data entry, coding, and analysis using SPSS. Students will utilize information from readings and videos to complete the analyses. (CC: 7)

Further information about all assignments is located under “Assignments” in Blackboard.

The Grading Scale:

A (95-100) Outstanding/Superior. Student consistently exceed expectations.

B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Average. Student consistently meets normal expectations for the course.

C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

COURSE OUTLINE

Module:	Date beginning of Module:	Topic:
Module 1	January 10 th	<p>MODULE #1: Introduction to Program Evaluation & Evidence Based Practice</p> <ul style="list-style-type: none"> • Textbook: <ul style="list-style-type: none"> ○ Chapter 1, “Toward Accountability” ○ Chapter 2, “Approaches and Types of Evaluations”
Module 2	January 22 nd	<p>MODULE #2: Planning the Evaluation</p> <ul style="list-style-type: none"> • Textbook: <ul style="list-style-type: none"> ○ Chapter 3, "The Process" ○ Chapter 4, "Standards"

- Chapter 5, "Ethics"
- Chapter 6, "Cultural Competence"

Module 3 February 5th **MODULE #3: Designing Programs & Logic Models**

- Textbook:
 - Chapter 7, "The Program"
 - Chapter 8, "Theory of Change and Program Logic Models"

Module 4 February 19th **MODULE #4: Preparing for an Evaluation - Evaluation Designs**

- Textbook:
 - Chapter 9, "Preparing for an Evaluation"
 - Chapter 14, "Data Information Systems"
 - Tool E, "Using Common Evaluation Designs"
 - Tool G, "Using Evaluation Management Strategies"
 - Tool H, "Data Collection and Sampling Procedures"
 - Tool L, "Measuring Variables"
 - Tool M, "Measuring Instruments"

Module 5 March 19th **MODULE #5: Implementing Evaluations**

- Textbook:
 - Chapter 10, "Needs Assessments"
 - Chapter 11, "Process Evaluations"
 - Chapter 12, "Outcome Evaluations"
 - Chapter 13, "Efficiency Evaluations"

Module 6 April 2nd **MODULE #6 Analyzing Data and Making Decisions**

- Grinnell Textbook:
 - Chapter 15, "Making Decisions"
 - Reid Textbook:
 - Chapter 5, "Using SPSS" (pp 83-100)
 - Chapter 6, "Finding Differences with Nominal Data I" (pp. 146-152)
 - Chapter 8, "Finding Differences with Nominal Data II" (pp. 185-193)
 - Chapter 10, "Finding Differences with Interval and Ration Data" (pp. 274-283)
 - Chapter 14, "Identifying Associations with Nominal and Interval Data" (pp. 438-442).
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