INSTRUCTOR INFORMATION
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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

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, Knoxville Student
Disability Services office 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 is a required concentration course. An advanced exploration of the techniques, methods, and issues relevant to ethical practice in Evaluative Research. Topics covered include history, philosophies and conceptual approaches in Evaluative Research; analysis of the strengths/limitations of Needs Assessment and Program Evaluation methods; the analysis and management of program data using statistical software; and the measurement of program goals/objectives through process and outcome evaluations. With an emphasis on critical thinking and evidence-based practice, students will utilize these skills to perform evaluations in their areas of interest.

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. MLCP 4.6, 4.7, 4.8, 4.9, 3.7 [Content: (a) purposes of evaluative research, (b) theories of evaluation, (c) history of evaluation including emergence of the specialty, previous abuses of research with underrepresented client systems and reasons for using evaluative research to develop evidence based practice (d) evaluationresearch
in human service organizations (e) issues of research with diverse client systems]

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. MLCP 4.6, 4.7, 4.8, 4.9 (Content: (a) Use the evidence-base research process in the utilization of databases to locate practice knowledge (b) critical analysis of evaluative research knowledge sources, (c) the link between evidence based research to program and policy development, (d) using empirical research to develop outcome measures and (e) conduct a review of evidence based literature to determine type of evaluation needed to study various programmatic problems to be inclusive of process evaluation and outcome evaluation; using research to inform practice and practice experience to inform research)

3. Skills in conducting evaluation assessments, determining program goals and objectives and determining the needs of populations served. MLCP 4.6, 4.7, 4.8, 4.9 (Content: (a) Critical appraisal of evidence in the development of evaluation design, outcome measures, program goals/objectives, (b) using logic models to visually display program theory, processes and outcomes, (c) making the link between program elements and evaluation design, (d) formulating and assessing population needs through a complete understanding of the contextual variables (e) formulating research questions for evaluation including identification of issues to explore, programmatic problem and the purpose of the evaluation and (f) when and how to conduct a needs assessment)

4. Knowledge of the principles, logic, strengths, and limitations of sampling techniques relevant to evaluation research, including the ability to select appropriate sampling strategies for particular evaluation circumstances. MLCP 4.6, 4.7, 4.8, 4.9, 3.7, 3.8 (Content: (a) purpose and limitations of random selection in evaluative research (b) cultural sensitivity in sampling procedures (c) sampling strategies in the development of an evaluative research design, (d) data collection techniques including secondary data, primary data, Interviews & surveys)

5. Knowledge of 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. MLCP 4.6, 4.7, 4.8, 4.9 (Content: (a) evaluation design including 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 (b) ability to use quantitative vs. qualitative methods and (c) understand the hierarchy of evidence as it applies to different study designs]

6. Knowledge of the strengths and limitations of measurement techniques relevant to evaluation research including the ability to select appropriate measurement techniques for particular evaluation circumstances. **MLCP 4.6, 4.7, 4.8, 4.9** (Content: (a) Standardized scales and survey questionnaires, (b) reliability and measurement validity, (c) significance, error and variables, (d) understand how measurement contributes to the strength of evaluation findings, (e) Selecting appropriate measurement targets from the literature (i.e. client level: Multidimensional (global) assessment scales, uni-dimensional scales with and without clinical cutoff scores), and (f) Selecting the feasibility of outcome target measures such as availability of the measure, existing data, accessibility of data, availability of baseline information from multiple sources)

7. Skills in data collection, preparation, manipulation, analysis, and presentation of evaluation research data. **MLCP 4.6, 4.7, 4.8, 4.9** (Content: (a) data collection methods (b) experience collecting data (c) understand data analysis (d) build database using statistical programs, (e) knowledge of statistical tools such as SPSS, (f) Graphic, tabular and statistical presentation of evaluative research findings, (g) Reporting and disseminating evaluation results, (h) descriptive statistics, chi-square, correlation and t-tests)

8. Skills in appropriate ways to report and disseminate evaluation research results. **MLCP 4.6, 4.7, 4.8, 4.9** (Content: (a) understanding the need for evidence to support program development and fund procurement, (b) ability to clearly disseminate and explain evaluative research findings through the use of executive summaries, evaluative reports and presentations to primary stakeholders)

9. Knowledge of ethical, political, and organizational factors involved in the conduct of evaluation research. **MLCP 1.5** (Content: (a) Professional guidelines for the ethical conduct of evaluation research including the NASW and Code of Ethics and Ethical guidelines for evaluative researcher, (b) methods for addressing ethical dilemmas in evaluative research, (c) political and organizational factors involved in the planning, conducting and interpreting evaluation research, (d) human subjects protection and informed consent, (e) Avoiding bias and understanding the perspectives of minority and disadvantaged groups in the conduct and interpretation of evaluation research, (f) skills in conducting evaluation research within the ethical guidelines of social work and related codes of ethical behavior and (g) application of the evidence learned to the generation of reflective practice for better client intervention]

10. 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. MLCP 3.7, 3.8, 3.9 [Content: (a) use of evaluative research in identifying barriers to culturally relevant service delivery for client systems, (b) assess and work sensitively with practice, ethical, and research dilemmas that may arise when working with diverse client systems, (c) assess the limitations and strengths of theories of human development, practice models, interventions, and research methods and instruments when working with diverse client systems and (d) appropriately adapt and apply practice with the best evidence of effective and culturally affirming practice (e) identify and assess the interaction of cultural systems among the multiple identities of the social worker, client system(s), setting, and immediate community, and practice competently within and across these various systems and cultures]

Required Textbook


Additional readings are in the Canvas course site.

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Related Course Competencies</th>
<th>Dimensions of Competencies</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>50%</td>
<td>3.7, 4.6, 4.7, 4.8, 4.9</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
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<tr>
<td>Discussion Boards</td>
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<td>3.7, 4.6, 4.7, 4.8, 4.9</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
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<tr>
<td>Article Critiques</td>
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<td>3.7, 4.6, 4.7, 4.8, 4.9</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
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<td>EPB Training</td>
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<td>4.6, 4.7, 4.8, 4.9</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Course Requirements

This class is an online class. Students are expected to complete five modules online and the assignments associated with each module. Class participation is expected and will be determined by your participation in online discussions. **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. **Please note that technical difficulties are not an acceptable excuse for turning in an assignment late or submitting a quiz late.** All technical inquiries should be directed to the OIT helpdesk.
Assignments & Grading

- **Online quizzes (5 at 10% each)** 50%
- **Discussion Board (5 at 5% each)** 25%
- **Article Critiques (6 @ 2% each)** 12%
- **EBP Online Training** 15%

Total 100%

- **Quizzes**: Students will have a quiz for each module in the class for a total of 5 quizzes. The quizzes will cover all reading materials and course materials for that module. All quizzes are located under the modules in "Course Documents". 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 3 hours to complete each quiz. Once you open a quiz, you must complete the quiz within 3 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. Please do not wait until the last minute to submit your answers for the quiz.
  - Quiz 1: Introduction to EBP & applying EBP to program evaluation (CC: 1, 2, 5, 9, 10)
  - Quiz 2: Designing Evidence Based Programs & Logic Model (CC: 1, 2, 3, 9, 10)
  - Quiz 3: Preparing for an Evaluation & Needs Assessment (CC: 2, 3, 4, 5, 9, 10)
  - Quiz 4: Process Evaluation, Outcome Evaluation & Efficiency Evaluation (CC: 2, 3, 4, 5, 9, 10)
  - Quiz 5: Designs, Sampling & Measurement (CC: 4, 5, 6, 7, 8)

- **Discussion Boards**: Students are expected to participate in a discussion board with their classmates for each module covered in this course in a timely fashion. All discussion boards are located under the modules in "Course Documents". 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 1: Using EBP in practice evaluation: Understanding barriers in your current field placement (CC: 1, 2, 5, 9)
  - Module 2: Assessing a program and defining program goal (CC: 3, 4)
  - Module 3: Conducting a needs assessment (CC: 2, 3, 4, 5, 9, 10)
  - Module 4: Types of evaluations (CC: 2, 3, 4, 5, 9, 10)
  - Module 5: Sampling, measurement & design (CC: 4, 5, 6, 7, 8)

- **Article Critiques**: 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 complete five article critiques on the following program evaluation studies:


- 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. (CC: 1, 2, 7, 8, 9,10)
Evidence Based Practice Assignment: 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 10 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, 3, 4, 5, 6, 7, 8, 9, 10)

All assignments are subject to change. Further information about all assignments is located under “Assignments” in Canvas.

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

<table>
<thead>
<tr>
<th>Module:</th>
<th>Date of Class Meeting:</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>January 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>MODULE #1: Introduction to Program Evaluation &amp; Evidence Based Practice</td>
</tr>
</tbody>
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• Textbook:
  o Chapter 1, “Toward Accountability”
  o Chapter 2, “Approaches and Types of
| Module 2 | February 5<sup>th</sup> | **MODULE #2: Designing Evidence Based Programs & Logic Model**  
  
  - Textbook:  
    - Chapter 3, “The Process”  
    - Chapter 4, “Standards”  
    - Chapter 7, “The Program”  
    - Chapter 8, “Theory of Change and Program Logic Models” |
| Module 3 | February 26<sup>nd</sup> | **MODULE #3: Preparing for an Evaluation & Needs Assessment**  
  
  - Textbook:  
    - Chapter 9, “Preparing for an Evaluation”  
    - Chapter 10, “Needs Assessments” |
| Module 4 | March 12<sup>th</sup> | **MODULE #4: Process Evaluation, Outcome Evaluation & Efficiency Evaluation**  
  
  - Textbook:  
    - Chapter 11, “Process Evaluations”  
    - Chapter 12, “Outcome Evaluations”  
    - Chapter 13, “Efficiency Evaluations” |
| Module 5 | April 9<sup>th</sup> | **MODULE #5 Designs, Sampling & Measurement**  
  
  - Textbook:  
    - Tool L, "Measuring Variables"  
    - Chapter 14, “Data Information Systems”  
    - Chapter 15, “Making Decisions” |