San Diego State University
School of Social Work

Syllabus

Fall, 2017

Instructor Name: Dr. Sally Mathiesen
Office Hours: M: 11-12; 4-5; Th: 11-11:30
Other times by appointment
Phone: (619) 594-0790
Email: smathiesen@sbcglobal.net
Section: 2 & 3
Classroom: Hepner Hall 134 (Sect. 3); LSS 246 (Sect. 2)

I. Purpose and Description:

Developing skills to evaluate program outcomes and/or practice effectiveness is the primary purpose of the course. Practice skills should be based on professional knowledge, including empirically based knowledge, relevant to social work and social work ethics. Students are expected to demonstrate competencies in using research to inform practice.

The course introduces students to the practitioner-researcher role. Students learn how to apply social work research concepts and procedures to social work practice situations. The basic goal of this course is to improve the student's ability to apply research methodologies for evaluating social work practice. The course emphasizes evidence-based practice interventions, including the knowledge and skills required for the systematic search for these interventions and their application to diverse populations and settings.

The course supports the use of research knowledge in making practice decisions that improve the quality of services, initiate change in policy, and improve the delivery of social services. In addition, a major focus throughout the course is on strengthening the skills of students to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

Students will use the process of evidence-based practice to identify, analyze, appraise, and select a “best” practice related to a practice question relevant to advanced practice. In addition, the students will critique measurement instruments that are used to evaluate practice effectiveness. This information will then provide a foundation of knowledge of evidence that will be applied in the advanced practice courses.
II. Learning Outcomes:

Per Council of Social Work Education: Educational Policy Accreditation Standards (CSWE EPAS), after completing this course, the student will be able to demonstrate competence in the following areas:

1) EPAS-1 - Demonstrate Ethical and Professional Behavior
   - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. [Measured by exams; assignments]
   - Use technology ethically and appropriately to facilitate practice outcomes. [Measured by exams; assignments]
   - Understand the importance of protecting human subjects in research endeavors. [Measured by exams; assignments]
   
California Social Work Education Center (CALSWEC) Foundation Competencies (CF1.d)
   - Present self in a manner consistent with respectful professional conduct and adapt methods of communication including written materials to consumer, colleagues, and community language and cultural needs. [Measured by exams; assignments]

2) EPAS-2 - Engage Diversity and Difference in Practice
   - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; [Measured by exams; assignments]
   - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. [Measured by exams; assignments]
   - Demonstrate understanding of the need to assess the generalizability of research findings to other diverse groups [Measured by exams; assignments]
   
California Social Work Education Center (CALSWEC) Foundation Competencies (CF4.d)
   - Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups. [Measured by assignments]

3) EPAS-4 - Engage in Practice-informed Research and Research-informed Practice
   - Use practice experience and theory to inform scientific inquiry and research. [Measured by exams; assignments]
   - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. [Measured by exams; assignments]
   - Use and translate research evidence to inform and improve practice, policy, and service delivery. [Measured by exams; assignments]
   - Critique research methods for conducting evaluations of evidence-based practices in an effort to shape or influence the decision-making related to agency policy and the delivery of services. [Measured by exams; assignments]
   - Recognize the importance of using research literature in the selection of interventions/programs. [Measured by exams; assignments]
California Social Work Education Center (CALSWEC) Foundation Competencies (CF6.b)
- Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base. [Measured by exams; assignments]
- Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels. [Measured by exams; assignments]

4) EPAS-7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. [Measured by exams; assignments]
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. [Measured by exams; assignments]

California Social Work Education Center (CALSWEC) Foundation Competencies (CF6.b)
- Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base. [Measured by exams; assignments]
- Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels. [Measured by exams; assignments]

5) EPAS-9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Select and use appropriate methods for evaluation of outcomes. [Measured by exams; assignments]
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes. [Measured by exams; assignments]
- Evaluate the quality of research studies and critically think about applying research findings to the practice situations. [Measured by exams; assignments]

California Social Work Education Center (CALSWEC) Foundation Competencies (CF10(d).a)
- Demonstrate a beginning ability to systemically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action. [Measured by exams; assignments]

III. Textbook:


In addition to the textbook, the instructor will be posting additional materials on Blackboard, or providing them in class.
Suggested Reference Books:


IV. Course Assignments:

There are three (3) major assignments for this course: 2 objective exams, and a poster presentation of a program evaluation plan. The poster presentation will include an individual written interpretation and discussion of the program evaluation.

**ASSIGNMENTS 1 & 2: EXAMS – 75% of total course grade (1 @ 40%, and 1 @ 35%) – OCTOBER 9 AND DECEMBER 4.**

There will be 2 exams in a multiple-choice and true/false format. The exams will cover course readings, class discussion, skill building exercises and lectures.

**NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MAKE EXAM 2 AN OPEN BOOK EXAM, BASED ON THE DEGREE TO WHICH STUDENTS ARE CLEARLY ENGAGED AND INVESTED IN THE LEARNING PROCESS.**

Assigned readings are listed in the syllabus. **Students are expected to study all assigned readings, whether or not they are discussed in class.** Students are to bring an 882-ES scantron card and a Number 2 lead pencil for each exam. It is strongly recommended that students bring more than one scantron card. Scantron machines sometimes miscalculate scores when eraser marks are present. You will receive the grade given by the machine after grading. Therefore if you erase on your card you should plan to complete a new one to ensure receiving full credit for your work. A make-up exam will be offered only to students who have received **prior approval** from the instructor for missing the regularly scheduled exam with a valid and verifiable excuse. Students that do not complete the exam or the make-up for the exam will receive a 0 for the exam.
ASSIGNMENT 3: POSTER SESSION TO PRESENT PROGRAM EVALUATION PLAN: 25% of Course Grade

25% of course grade for poster (MATERIAL FOR POSTER DUE NOVEMBER 27; POSTER DISPLAY SESSION ON DECEMBER 11 for ALL SECTIONS AT 8:00 am)—all group members receive the same grade.

NOTE: This group presentation REQUIRES the submission of an Individual Interpretation of Results (2-page summary; details presented below): DUE NOVEMBER 28.

NOTE: Content to be displayed on the poster, as well as each student’s individual interpretation of the results, must be submitted to the instructor by November 27 for evaluation. The material for the poster must be submitted as ONE FILE or it will be returned to the makers. The poster session will occur on December 11 for both sections at 8:00 am (room to be announced later in the semester).

The purpose of the project is to provide an opportunity for students to understand and appreciate the role that practice-relevant research can play in strengthening the micro, mezzo, and macro levels of practice. This assignment also serves to address the CSWE Educational Policy and Accreditation Standards related to preparing students to engage in research-informed practice and practice-informed research.

NOTE: The instructor may choose to have student groups submit their papers through Blackboard, into the Turn-in-in.com system. If this method is used, it would be used with all students, and further instructions will be provided.

This assignment may be completed in small groups (with a maximum of 4 members) or individually. All members of a group will receive the same grade. It is designed to give the student a near-real experience designing a program evaluation or a related evaluation research activity. Applying their learning from the course, the individual or group will choose a topic, typically, an existing program, service, practice approach, or situation at their internship agency, work organization, or simply from observation of the community. The topic/program should be one that has not already been evaluated, and the student should be able to specify a unique contribution of his/her evaluation effort in the form of an evaluation rationale.

The evaluation plan will be presented as a 3-panel poster near the end of the semester. You will be expected to answer questions from Dr. Mathiesen, invited students, and other faculty. The questions may be about any part of the presentation: methods, results, or discussion/recommendations. Poster sessions require the synthesis of large amounts of information into brief bullets. Poster sections usually include: Introduction, Methods, Results, and Discussion/Recommendations. However, you will present only the Introduction, Methods and Results sections in the poster; the Discussion/
Recommendations section will be submitted as an individually written final assignment (see below under “Individual Written Interpretation of Program Evaluation”). Present your poster in a professional manner that clearly communicates your evaluation plan. Graphics, charts, mock tables, etc. are encouraged.

In addition to a title and author(s), some suggestions for information that may be included in the poster are as follows:

**A. Introduction/Statement of the Problem**; can include:
   a. background of the topic or problem
   b. rationale for the evaluation, that is, what unique contribution does your evaluation make to the knowledge base (e.g., program not yet evaluated, understudied population, better measure)
   c. objectives and description of the evaluation—what type of evaluation do you plan to do (e.g., needs assessment, process, formative, outcome/summative, combination)
   d. description of the intervention (if any) and its objectives
   e. conceptual framework that shows how the intervention (if any) is expected to achieve its objectives
   f. logic model

**B. Methods**
   a. evaluation design—describe and graph the program evaluation design, e.g., ABA, SSRD, RCT
   b. data collection—what strategies will you use to collect the data (e.g., focus groups, interviews, chart abstraction, surveys, existing agency records).
   c. targeted sample size and how you will identify and recruit your sample participants (or obtain existing records)
   d. instruments and measures-
      i. e.g., qualitative, quantitative, multimethod, secondary data
      ii. when appropriate, describe the psychometric properties (reliability and validity) of the instruments
      iii. do you have to develop an instrument? If so, how?
   e. data analysis plan, e.g., “consult with statistician to assess…”

**C. Results**
   a. mock up preliminary graphs or tables if desired

**D. References, Appendices, and Copies of Instruments**
   a. Rather than using poster space, have hard copies available for interested viewers
A Note for those Opting to Complete this Assignment as a Group: All group members are responsible for the content of the poster, and all members are required to participate in its content, creation, writing, and presentation. Students are expected to cooperate in a professional manner and resolve scheduling or workload issues within the entire group. Each member of the group is responsible for everything that the group as a whole produces. All members of the group will receive the same grade. It is expected that group members will attempt to resolve any minor issues within the group by assignment of specific tasks and deadlines. In rare circumstances, this process may not be sufficient. Problems completing the Poster assignment should be addressed as noted below:

(a) Should a group experience problems with members failing to do their share of the assignment, and the group has been unable to resolve the issues, the group should schedule an appointment with the instructor. All members of the group (including the member(s) of concern) should meet together with the instructor to discuss the situation and negotiate a solution.

(b) In the event a verifiable emergency (i.e., severe illness, family emergency) interferes with a group member participating with the rest of the group, the member should immediately contact the instructor to explain the circumstances. The instructor will meet with the student and negotiate an alternative individual assignment with that member. The grade of the other members of the group would not be affected.

INDIVIDUAL WRITTEN INTERPRETATION OF PROGRAM EVALUATION—REQUIRED AS PART OF THE PRESENTATION GRADE (DUE NOVEMBER 27)

Each student will submit a 2-page (maximum) written final assignment that represents the Interpretation, Discussion, and Recommendation section of your evaluation project. This is a required component for completion of the course.

A. Discussion/Recommendations - what conclusions can be drawn based on the type of program evaluation you propose, e.g.,
   - what next research steps, or service/policy changes would you recommend based on the results of your evaluation
   - what are the strengths and limitations of the program evaluation plan
   - what ‘flies in the ointment’ might you anticipate
   - “So What?” What are the implications of your evaluation?

CLASS PARTICIPATION AND ATTENDANCE

The expectation:
- Attending all classes with no unexcused absences,
- Completing all class worksheets, evaluations and/or exercises

The final grade will be based on the student’s performance on the required assignments:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>#1 Exam</td>
<td>40%</td>
<td>10-9-17</td>
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<tr>
<td>#2 Exam</td>
<td>35%</td>
<td>12-4-17</td>
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<tr>
<td>#3 Group Evaluation Project &amp; Indiv. Summary</td>
<td>25%</td>
<td>11-27-17</td>
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<tr>
<td>POSTER SESSION DISPLAY</td>
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<td>12-11-17</td>
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</tbody>
</table>

100%

Grades are posted (in percentages) on Blackboard. Grades will be administered in accordance with the policies set forth in the MSW Handbook. The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-64</td>
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<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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Graduate grades, as per MSW handbook, are:

A - Superior performance
B - Satisfactory performance
C - Minimally passing
D - Unacceptable for graduate credit
F – Failing
CR – Credit
NC – No Credit
RP – Report in Progress
IC- Incomplete
V. Course Policies

SDSU Faculty Senate Disability Policy

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact me in advance so that I can make the necessary arrangements.

Academic Misconduct

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: **SDSU Plagiarism: The crime of intellectual kidnapping** by SDSU librarian Pamela Jackson, found at: http://infotutor.sdsu.edu/plagiarism/index.cfm.

For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html

VI. Course Outline

Please note: The professor may change dates as needed. Any changes will be announced in class and via Blackboard. It is the student’s responsibility to regularly check the Blackboard site for materials and announcements. Students are responsible for all required readings, whether they are covered in class or not.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings/ Assignments For Week (i.e. come to class prepared)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>Be sure to come to class with your textbook</td>
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<tr>
<td>August 28</td>
<td>Review syllabus including Poster Assignment</td>
<td>Royse Ch. 1: Introduction: Why evaluate programs?</td>
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<td></td>
<td>Review of Evidence-Based Practice Process</td>
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<td></td>
<td>Creating practice effectiveness questions</td>
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<tr>
<td>Week 2</td>
<td><strong>NO CLASS- LABOR DAY</strong></td>
<td>[Review Cournoyer PPTs, Ch. 1, 2]</td>
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<tr>
<td>Sept. 4</td>
<td><strong>UNIVERSITY HOLIDAY</strong></td>
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<tr>
<td>Week 3</td>
<td>Ethical issues</td>
<td>Royse Ch. 2: Ethical Issues in Program Evaluation</td>
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<td>Sept. 11</td>
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<td>Tripodi Ch. 1: Introduction</td>
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<td></td>
<td></td>
<td>[Review Cournoyer Ch. 2]</td>
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<td>Week 4</td>
<td>Needs Assessment; Skill builder</td>
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<tr>
<td>Sept. 18</td>
<td>Introduction to program evaluation</td>
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<td></td>
<td>Revisit Basic Principles of Conceptualization and Measurement</td>
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<td>Single-subject Design Methodology, Arguments For and Against Single-Subject Design</td>
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<td>Begin creating practice effectiveness/ program evaluation questions</td>
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<td>Royse Ch. 3: Needs Assessment</td>
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<tr>
<td>Week 5</td>
<td>No Class Meeting: Students are to use the class time to review on their own for upcoming exam</td>
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<td>Sept. 25</td>
<td>Royce Ch 4: Qualitative &amp; Mixed Methods in Evaluation</td>
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<td>Review on your own for exam</td>
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<td>Week 6</td>
<td>Qualitative Evaluation; Skill builder</td>
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<td>Oct. 2</td>
<td>Formative Research and Process Evaluation; Skill builder</td>
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<td></td>
<td>Royce Ch 5: Formative and Process Evaluation</td>
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<tr>
<td>Week 7</td>
<td>EXAM #1: Covering all material from Aug. 28-Oct. 2</td>
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<td>Oct. 9</td>
<td>Royse Ch 6: Single System Research Designs (SSRDs)</td>
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<td>Royse Ch. 7: Client Satisfaction</td>
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<tr>
<td>Week 8</td>
<td>Single System Research Designs (SSRDS)</td>
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<td>Oct. 16</td>
<td>Client Satisfaction skill builder</td>
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<tr>
<td></td>
<td>Royse Ch 6: Single System Research Designs (SSRDS)</td>
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<td></td>
<td>Royse Ch. 7: Client Satisfaction</td>
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<tr>
<td>Week 9</td>
<td>October 23</td>
<td>Sampling</td>
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<tr>
<td>Week 10</td>
<td>October 30</td>
<td>Group Research Designs</td>
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<td>Week 11</td>
<td>Nov. 6</td>
<td><strong>NO CLASS MEETING—</strong></td>
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<td><strong>CLASS MEETING TIME SHOULD BE USED TO WORK ON GROUP PROGRAM EVALUATION ASSIGNMENT</strong></td>
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<td>Week 12</td>
<td>Nov. 13</td>
<td>Measurement Tools and Strategies for Evaluating Programs; Skill builder</td>
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<tr>
<td>Week 13</td>
<td>Nov. 20</td>
<td>Messy Program Evaluation Data Analysis and Statistical Significance: SPSS Skill Builder</td>
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</tbody>
</table>
| Week 14 | Nov. 27 | **Content of poster and Individual Written Summary/Integration of Program Evaluation assignment due | Continue to work on poster presentations  
Review on your own for exam |
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<tbody>
<tr>
<td>Week 15</td>
<td>Dec. 4</td>
<td>EXAM #2: Covering all material from Oct. 16- Nov. 27</td>
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<tr>
<td>Week 16</td>
<td>Dec. 11</td>
<td>POSTER PRESENTATIONS (ROOM TO BE ANNOUNCED)</td>
<td>Poster Session for all 791 sections will be at 8:00 am time in a room to be announced.</td>
</tr>
</tbody>
</table>

Congratulations!! Have a great winter break!


Blumer, M., Green, M., Knowles, S., & Willliams, A. (2013). Shedding light on thirteen years of darkness: Content analysis of articles pertaining to transgender issues in marriage/couple and family therapy journals. *Journal of Marital and Family Therapy, 38* (S1), 244-256.

Campbell Collaboration. Available at: [http://www.campbellcollaboration.org](http://www.campbellcollaboration.org)

Cochrane Collaboration. Available at: [http://www.cochrane.org/index.htm](http://www.cochrane.org/index.htm)


Livingstone.


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