

Instructor/TA Info

Instructor Information

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Course Information

Description

The BYU MSW program strives to prepare students who enter the social work profession with strong research knowledge to include quantitative skills. Such knowledge and skills have not typically been an emphasis in the discipline of social work. Recently, however, scientific inquiry was added as an important value by the Council of Social Work Education in the 2008 revision to its Educational Policy and Accreditation. A fully prepared social worker will have a working knowledge of research and the ability to apply research to inform practice as well as the ability to use practice to inform research.

This course in the quantitative research sequence has as its objective to help social work students bridge research skills (i.e., research methods, statistics, preparing research reports) with application to program evaluation using actual program data (i.e., understand programs, interact with program stakeholders, formulate and answer evaluation questions).

Course Objectives:

Students will:

1. Understand key considerations for planning, conducting and reporting on program evaluation activities.
2. Apply quantitative and qualitative skills already learned in previous courses in the research sequence.
3. Utilize specific skills in the interest of planning and evaluating programs, including:
 - a. Competent review of systematic reviews and meta-analyses to inform program development
 - b. Thorough documentation of program elements using a logic model
 - c. Use of readily available software (e.g., Microsoft Excel) to conduct
 - i. Quantitative data analysis
 - ii. Qualitative data analysis

Materials

Item	Price (new)	Price (used)
 <u>LINEAR REGRESSION ANALYSIS: ASSUMPTIONS & APPS - Required</u> by HOFFMANN, J	62.65	
 <u>PROGRAM EVALUATION FOR SOCIAL WORKERS - Required</u> by GRINNELL, R	90.00	67.50

Learning Outcomes

CSWE 2015 Competency 4

Engage In Practice-informed Research and Research-informed Practice

CSWE 2015 Competency 9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Grading Scale

Grades	Percent
A	93%

A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Grading Policy

Final grades are proportioned into quartiles. Students who complete all assignments will have their grades distributed into quartiles (A, A-, B+, B). Students who do not complete all course components will receive the grade that corresponds with their total raw number of points.

Participation Policy

Student participation enhances learning and engagement. Students are expected to have read the assigned material prior to the day of class. This level of preparedness will lead to richer and more helpful discussions.

A part of class room decorum includes having cell phones silenced. Poor classroom etiquette, in addition to cell phones going off in class, includes but is not limited to such things as repeatedly leaving class early, leaving class and returning to class while it's in session, sleeping in class, text messaging during class, using your computer for anything other than taking notes during class, and carrying on side conversations during class. Grade penalties for lack of preparedness, and poor classroom etiquette will be at the instructor's discretion, based on individual circumstances.

Attendance Policy

BYU's class attendance policy is that you are expected to attend classes for which you are registered. Likewise, instructors are expected to tell you what effect attendance has on the course grade. In compliance with this policy, you are expected to attend and be on time for classes. Students are allowed one unavoidable absence. In order to be excused, you will need to contact me--in advance if possible--and inform me of the absence and the general reason. Unavoidable absences are identified as such at instructor discretion. After one absence, students will thereafter lose points for non-attendance.

If you arrive late for class after attendance has been taken, it is your responsibility to ensure that your attendance is recorded *before* the end of class. Failure to do so may result in no points allotted for that class period.

Classroom Procedures

Classes will typically involve didactic instruction on program evaluation. Participation will be elicited through questions and discussions. As the course progresses and students begin working with program data, increasingly more time in class will be spent discussing questions and application of program evaluation methods.

Assignments

Assignment Descriptions

#1 Class

Jan
09

Due: Tuesday, Jan 09 at 11:59 pm

Quiz 1

Jan
15

Due: Monday, Jan 15 at 11:59 pm

Quiz 1 covers: Chapter 1 from Grinnel, Gabor & Unrau (2016).

#2 Class

Jan
16

Due: Tuesday, Jan 16 at 11:59 pm

#1 Discussion: Selected Outcome Measure

Jan
19

Due: Friday, Jan 19 at 11:59 pm

Complete this on Digital Dialog

Quiz 2

Jan
22

Due: Monday, Jan 22 at 11:59 pm

#3 Class

Jan
23

Due: Tuesday, Jan 23 at 11:59 pm

Quiz 3

Jan
29

Due: Monday, Jan 29 at 11:59 pm

#4 Class

Feb
06

Due: Tuesday, Feb 06 at 11:59 pm

Data Analysis Report

Feb
07

Due: Wednesday, Feb 07 at 11:59 pm

This assignment should be presented in a poster presentation format (an example of a poster is available on the content tab).

The final poster should have the following elements:

The final paper must be written in accordance with relevant APA style guidelines. An executive summary of the results should also be provided (see below) and should be written in clear, jargon-free language.

1. The poster should include the following sections:

a. Introduction:

- i. Include the program evaluation question and/or problem statement
- ii. A description of the program being evaluated [10 points]

b. Brief review of the literature on the problem as well as the need for the program (including relevant theories, models and past research).

- i. Include at least 3 references (if possible) [10 points]

c. Methods used in data collection and analysis.

- i. Describe your sample.
- ii. Describe methods used to arrive at your final data set [5 points]

d. Results from the data analysis.

- i. Descriptive statistics (M, SD, N),
- ii. Confidence intervals,
- iii. Statistical significance testing
- iv. Effect size statistic.
- v. Provide tables and charts to display your data. [15 points]

e. Discussion

- i. Implications of the results,

- ii. Link the results back to the literature reviewed.
- iii. Discuss practice implications and program management implications based on the data [15 points]

f. Conclusions:

- i. Strengths of the study
- ii. Limitations of the study
- iii. Policy recommendations
- iv. Recommendations for future program evaluations) [15 points]

g. Executive Summary (a brief, easy-to-read review of the results that is written in clear, jargon-free language. This is a separate document not included in the poster) [30 points]

2. The student should be the primary author of the paper, although close consultation with the Soc W 698R instructors and/or project advisor is recommended. In general, students should not ask, nor expect that any work will be done by a faculty member, supervisor, teaching assistant, or anyone other than themselves.

Quiz 4

Feb
07

Due: Wednesday, Feb 07 at 11:59 pm

Quiz 4 covers Chapter 4 and 5 of Grinnell

Outcome Assessment Tool

Feb
09

Due: Friday, Feb 09 at 11:59 pm

This assignment requires each student to select an outcome measure that could be used in a program evaluation. The measure should have some validation research to support it for its use as an outcome measure. The measure should have at least an established mean (M) and a standard deviation (SD) for the clinical population. Also, it would be idea to have either:

- a clinical cut-off score (a score that separates a "clinical" level of symptoms from a "normal" level of symptoms)
- a reliable change index score (a score that reflects "real" change rather than just "noise" or random variation from session to session).
- or both, which is best!

The final product is an Excel spreadsheet that allows you to use the measure with clients. The Excel spreadsheet template is posted in the Content tab for this course.

Complete the required information in the Excel file. You will submit your copy of the Excel file as the only document for this assignment.

Quiz 5

Feb
12

Due: Monday, Feb 12 at 11:59 pm

Quiz 5 covers chapters 6 and 7 in Grinnell

#5 Class

Feb
13

Due: Tuesday, Feb 13 at 11:59 pm

#6 Class

Feb
20

Due: Tuesday, Feb 20 at 11:59 pm

#2 Discussion: Program Theory

Feb
21

Due: Wednesday, Feb 21 at 11:59 pm

Complete this assignment on Digital Dialog

Quiz 6

Feb
21

Due: Wednesday, Feb 21 at 11:59 pm

This quiz covers Chapter 8 and 9 of Grinnell

#7 Class

Feb
27

Due: Tuesday, Feb 27 at 11:59 pm

Quiz 7

Feb
27

Due: Tuesday, Feb 27 at 11:59 pm

Quiz 8

Mar
06

Due: Tuesday, Mar 06 at 11:59 pm

#8 Class

Mar
06

Due: Tuesday, Mar 06 at 11:59 pm

Logic Model of an Agency

Mar
09

Due: Friday, Mar 09 at 11:59 pm

Elements for the Logic Model Assignment:

- Visual Logic Model - /3
- Inputs - /3
- Processes - /3
- Outputs - /3
- Outcomes - /3
- Strengths of Program Design - /5
- Gaps (Discontinuity) in Program Design - /5

For this assignment you will put together a logic model of an agency (the agency you are interning at, if you so choose). It is due on October 27th by midnight. In the model you will need to include inputs (resources, what we invest), processes (actions, programs, what we do), outputs (products of processes, immediate results of what we do now), and outcomes (intended effect of outputs, the longer term result).

You will also need discuss the strengths and weaknesses of the program/model. Discuss things that are being done well, and things that can be improved upon.

See the example and template for further instruction if needed.

#9 Class

Mar
13

Due: Tuesday, Mar 13 at 11:59 pm

Quiz 9

Mar
14

Due: Wednesday, Mar 14 at 11:59 pm

#10 Class

Mar

20Due: Tuesday, Mar 20 at 11:59 pm

Quiz 10

**Mar
20**Due: Tuesday, Mar 20 at 11:59 pm

#11 Class

**Apr
03**Due: Tuesday, Apr 03 at 11:59 pm

#3 Discussion: Program Evaluation Take Aways

**Apr
10**Due: Tuesday, Apr 10 at 11:59 pm

Complete this assignment on Digital Dialog

#12 Class

**Apr
10**Due: Tuesday, Apr 10 at 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 08 Monday		
T Jan 09 Tuesday	Reading: Grinnell, Gabor, Unrau (2015) - Chapter 1. Toward Accountability	
W Jan 10 Wednesday		
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	
T Jan 16 Tuesday		
W Jan 17 Wednesday	Reading: Grinnell, Gabor & Unrau (2015) - Chapter 2. Approaches and Types of Evaluations	
F Jan 19 Friday		

Week 3		
M Jan 22 Monday		
T Jan 23 Tuesday		
W Jan 24 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 3. The Process	
F Jan 26 Friday	Logic Model Due	
Week 4		
M Jan 29 Monday		
T Jan 30 Tuesday		
W Jan 31 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 4. Standards Reading: Grinnell, Gabor & Unrau (2016) - Chapter 5. Ethics	
Week 5		
M Feb 05 Monday		
T Feb 06 Tuesday		
W Feb 07 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 6. Cultural Competence Reading: Grinnell, Gabor & Unrau (2016) - Chapter 7. The Program	
F Feb 09 Friday	Final Exam: 103 SWKT 3:00pm - 6:00pm Final Exam: 103 SWKT 3:00pm - 6:00pm	
Week 6		
M Feb 12 Monday		
T Feb 13 Tuesday		
W Feb 14 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 8. Theory of Change and Program Logic Models Reading: Grinnell, Gabor & Unrau (2016) - Chapter 9. Preparing for an Evaluation	
Week 7		
M Feb 19 Monday	Presidents Day	
T Feb 20 Tuesday	Monday Instruction	
W Feb 21 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 10. Needs Assessment	
Week 8		
M Feb 26 Monday		
T Feb 27 Tuesday		
W Feb 28 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 11. Process Evaluations	
Week 9		
M Mar 05 Monday		

T Mar 06 Tuesday		
W Mar 07 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 12. Outcome Evaluations	
F Mar 09 Friday		
Week 10		
M Mar 12 Monday		
T Mar 13 Tuesday		
W Mar 14 Wednesday	Reading: Grinnell, Gabor & Unrau (2016) - Chapter 15. Making Decisions	
Week 11		
M Mar 19 Monday		
T Mar 20 Tuesday		
W Mar 21 Wednesday		
Week 12		
M Mar 26 Monday		
W Mar 28 Wednesday		
Week 13		
M Apr 02 Monday		
T Apr 03 Tuesday		
W Apr 04 Wednesday		
Week 14		
M Apr 09 Monday		
T Apr 10 Tuesday		
W Apr 11 Wednesday		
Week 15		
M Apr 16 Monday		
W Apr 18 Wednesday	Final Exam: 150 HRCB 11:00am - 2:00pm	
F Apr 20 Friday	First Day of Winter Final Exams (04/20/2018 - 04/25/2018)	
Sa Apr 21 Saturday	Final Exam: 112 SWKT 11:00am - 2:00pm	
Week 16		
M Apr 23 Monday		
W Apr 25 Wednesday		