ADVANCED SOCIAL WORK EVALUATION  
SOWK 669  
Minnesota State University, Mankato  
Department of Social Work

PURPOSE OF COURSE

Social and behavioral research and evaluation is an integral part of advanced generalist social work practice at the micro, mezzo, and macro levels. The purpose of SOWK 669 Advanced Social Work Evaluation is to teach the knowledge, skills, values, and ethics of both direct practice evaluation and program evaluation at the advanced generalist social work level. Approximately half of the course will focus on each of these two areas. This course focuses on understanding and utilizing systematic research methods, both quantitative/positivist and qualitative/interpretive, to inform social work practice. This course explores research within the context of the social work profession and the delivery of social welfare services to diverse populations, populations-at-risk, and different community settings, with some emphasis on rural and small communities.

Advanced generalist social work practice is informed by theory, data, experience, observation, critical thinking, creativity, empathy, and reflection-in-action all based in the core values and ethics of the social work profession. The purpose of direct practice evaluation is to evaluate the effectiveness of direct social work interventions at the micro level with individuals, couples and families and to develop evidence-based, culturally competent practice. Direct practice evaluation is broadly defined as the collection and analysis of data for the purposes of 1) problem assessment of the client system, 2) monitoring client progress, 3) understanding the processes of direct practice, and 4) evaluating the client outcomes of interventions. The purpose of program evaluation in social work is to assess the effectiveness and efficiency of social work interventions. In this part of the course, students will learn about the important elements of a social welfare program’s logic model derived from the mission, goals, objectives, and activities of the program. Students will also learn how to utilize various research methods to carry out both formative and summative program evaluations with particular consideration of the measurement of program outcomes and the delivery of social services.

PLACE IN THE MSW CURRICULUM

SOWK 669 Advanced Social Work Evaluation is a required course for the MSW program taken during the first semester of the concentration year. Students are expected to have completed SOWK 629 Applied Social Work Research or its equivalent, as well as at least one statistics course. SOWK 669 is taken concurrently with SOWK 651 Advanced Social Work Practice with Individuals and SOWK 657 Professional Competence Seminar II. SOWK 669 introduces students to the Capstone Project.

Minnesota State University, Mankato, SOWK 669, 2009-2010
INSTITUTIONAL MISSION

SOWK 669 Advanced Social Work Evaluation contributes to the Mission of Minnesota State University, Mankato, which is to promote learning through effective teaching and scholarship. Furthermore, the course supports the College of Social and Behavioral Sciences’ mission to promote exploration, understanding, explanation, and transformation of the social world through graduate teaching and learning.

MSW PROGRAM GOALS

This course also directly supports the achievement of three of the four MSW Program goals, specifically: 1) To prepare competent and effective graduates to be advanced generalist social work practitioners with individuals, families, groups, organizations and communities, emphasizing rural and small communities, 2) To prepare graduates who apply and promote at an advanced level the values, ethics, theory, and perspectives of the social work profession, and 3) To promote scholarship, professional development, and community involvement of faculty and graduate students within the local, region, state and global communities.

COURSE OBJECTIVES

As a result of successfully completing this course, students will be able to:

1) Understand and analyze the variety of ways practitioners evaluate the progress, process, and outcome of their practice at the micro and macro levels (MSW 1.2, 1.9C).

2) Understand and analyze the different methodological approaches and research designs used for evaluation in social work practice (MSW 1.9C).

3) Understand and apply social work values and ethical principles to the conduct of research, with an emphasis on unique issues pertaining to rural and small communities (MSW 2.4C)

4) Apply skills in collecting quantitative and qualitative forms of data (MSW 1.9C, 4.1)

5) Apply skills in planning direct practice evaluations through the use of single-system research design (MSW 1.9C)

6) Apply skills in planning a comprehensive program evaluation (MSW 1.9C, 4.1)

7) Effectively present and utilize evaluation findings (MSW 1.9C, 4.1)

8) Utilize research findings to inform practice (MSW 1.9C).

9) Understand and differentially analyze research issues impacting populations-at-risk and diverse groups distinguished by age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation with respect to the conduct and interpretation of social work research and evaluation (MSW 1.4, 1.9C).
REQUIRED TEXTBOOKS


RECOMMENDED TEXTBOOKS


A set of additional readings comprised of scholarly journal articles will also be required. These readings will include research articles and reports providing examples of the types of research that students will be learning about during the course. The readings or links to them will be posted on the course Desire to Learn (Web-based course support technology) site.

COURSE REQUIREMENTS

Students are required to complete four smaller written assignments and one larger integrative project that focuses on program evaluation. All assignments must be completed to receive a grade in the course. In addition, students are expected to attend class, complete the assigned reading and participate in class discussions and exercises.

EVALUATION OF STUDENT LEARNING

A total of 200 points can be earned in this course. Points will be accumulated as follows:

<table>
<thead>
<tr>
<th>Assignment / Activity</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment # 1</td>
<td>20</td>
<td>(10%)</td>
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<tr>
<td>Assignment # 2</td>
<td>30</td>
<td>(15%)</td>
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<tr>
<td>Assignment # 3</td>
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<tr>
<td>Assignment # 4</td>
<td>40</td>
<td>(20%)</td>
</tr>
<tr>
<td>Evaluation Proposal</td>
<td>50</td>
<td>(25%)</td>
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<tr>
<td>Presentation</td>
<td>20</td>
<td>(10%)</td>
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<tr>
<td>Participation / on-line sessions</td>
<td>20</td>
<td>(10%)</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100%</td>
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Minnesota State University, Mankato, SOWK 669, 2009-2010
Students will be evaluated in accordance with the following system of letter grades: A, B, C, D, and F.

- **A** – 90% to 100% of possible points represents work of definitely superior quality
- **B** – 80% to 89% of possible points represents a level of performance that is above average
- **C** – 70% to 79% of possible points represents a below-average performance
- **D** – 60% to 69% of possible points represents unacceptable performance
- **F** – 59% or below represents unacceptable performance

A grade of “incomplete” will only be awarded under rare circumstances. Students must meet with the instructor to request an “incomplete” as soon as possible in the semester, but at least two weeks before the last day of the semester. The request must include a plan with a timeline for completing and having evaluated all coursework prior to the first day of the subsequent semester.

**COURSE, DEPARTMENT, AND UNIVERSITY POLICIES**

**NOTE:** For complete policies please refer to the MSW Student Handbook as well as the College of Social and Behavioral Sciences, College of Graduate Studies and Research, and Minnesota State University, Mankato Policy documents for Graduate Students.

**STATEMENT OF NON-DISCRIMINATION POLICY**

The University and Department of Social Work is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, veteran’s status. National origin, sex, sexual orientation, age, marital status, physical and mental disabilities, creed, status due to receipt of public assistance, or any other groups against which discrimination is prohibited by Title VII of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Minnesota Statute Chapter 363, and other applicable state or federal laws or State University System policy. Complaints of discrimination are filed with the Office of Affirmative Action located at 112 Armstrong Hall.

**ACCESS FOR STUDENTS WITH DISABILITIES POLICY**

In accordance with University Policy, the Department of Social Work is committed to ensuring equal educational opportunity and full participation for qualified persons with disabilities as is legally required under the Rehabilitation Act of 1973 including section 504 and the Americans with Disabilities Act. All students with a disability may request accommodation through the Office of Disability Services. Visit the Office of Disabilities Services at 132 Memorial Library or call 507-389-2825 (V/TTY). Student disability accommodations will be made by faculty based upon the advisement of the Office of Disability Services.

**STUDENT RESPONSIBILITIES POLICY AND ACADEMIC HONESTY POLICY**

Students are expected to comply with the Student Responsibility Policy and Academic Honesty Policy stipulated in the MSW Program Graduate Student Handbook.

**APA STYLE WRITING POLICY**

Minnesota State University, Mankato, SOWK 669, 2009-2010
Students are expected to comply with the stylistic guidelines of the American Psychological Association, sixth edition. The APA manual is available at the MSU Memorial Library (reference section, ready reference section, reserve collection, general collection and reference desk): call number BF76.7 .P83 2010. The reference for the APA manual is:


An on-line source to help with using APA is located at: [http://www.apastyle.org/](http://www.apastyle.org/)

**SOWK 669 COURSE SCHEDULE**

**Week 1**  
Content: Introduction to evaluation / review research concepts  
Delivery Method: IN CLASS  
Required Readings:  
Royse et al., Chapter 1. Introduction.  
Mattesich Chapter 1. What is program evaluation?

On D2L:  

**Week 2**  
Content: Ethics in Research and Evaluation  
Delivery Method: IN CLASS  
Required Readings:  
Royse et al., Chapter 2. Ethical Issues in Program Evaluation.

On D2L:  
Week 3
Content: Needs Assessment
Delivery Method: ON-LINE
Required Readings:
Royse et al., Chapter 3. Needs Assessment.

On D2L:

Week 4
Content: Describing a program / Process evaluation
Delivery Method: IN CLASS
Required Readings:
Royse et al., Chapter 4. Formative and Process Evaluation
Mattesich Chapter 2. Evaluation Information

On D2L:

Week 5
Topic: Single System Research
Delivery Method: IN CLASS
Required Readings:
Royse et al., Chapter 6: Single System Research Designs

On D2L:

Week 6
Topic: Identifying and selecting a sample for your evaluation
Delivery Method: ON-LINE
Required Readings:
Royse et al., Chapter 7: Client Satisfaction
Royse et al., Chapter 8: Sampling

On D2L:
Week 7
Topic: Group/program evaluation research designs
Delivery Method: IN CLASS
Required Readings:
Royse et al., Chapter 9: Group Research Designs
Mattesich Chapter 3: Phases of an evaluation study

On D2L:
Mathematica (2006). *Paths to work in rural places: Key findings and lessons*... (read Key Findings and Executive Summary).

Week 8
Topic: Measuring efficiency and effectiveness
Delivery Method: IN CLASS and LAB
Required Readings:
Royse et al., Chapter 10: Cost-Effectiveness and Cost Analysis Designs

On D2L:

Week 9
Topic: What to measure and how to measure it
Delivery Method: ON-LINE
Required Readings:
Royse et al., Chapter 11: Measurement Tools & Strategies
Royse et al., Chapter 12: Illustrations of Instruments

On D2L:
Week 10
Topic: Analyzing Data / Quantitative Research methods – Part I
Delivery Method: IN CLASS and LAB
Required Readings:
Royse, et al. Chapter 14: Data Analysis
Rubin & Babbie, Chapters 15-17

On D2L:

Week 11
Topic: Qualitative Research Methods
Delivery Method:
Required Readings:
Royse et al., Chapter 4. Qualitative and Mixed Methods in Evaluation.
Rubin & Babbie Chapter 17: Qualitative Research: General Principles
Rubin & Babbie Chapter 18: Qualitative Research: Specific Methods

On D2L:

Week 12
Topic: Analyzing Data / Quantitative Research methods – Part II
Delivery Method: IN CLASS and LAB
Required Readings:
Royse et al. Chapter 13: Pragmatic Issues
Royse et al. Chapter 15: Writing Evaluation Proposals, Reports, & Journal Articles
Mattesich Chapter 4. Staffing the Evaluation and Estimating Costs
Mattesich Chapter 5. How can we show we are making a difference?

ON D2L:
Week 13
Topic: Presenting the evaluation report (writing; dissemination) / Preparing an academic research poster
Delivery Method: IN CLASS and LAB
Required Readings:

ON D2L:

Week 14
Topic: Program Evaluation Project Presentations
Delivery Method: IN CLASS
Required Readings: None

Week 15
Topic: Finals Week
SUPPLEMENTAL BIBLIOGRAPHY


