

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: SOCW 767 Assessment and Evaluation of Social Work Practice **or Degree Plan(s):**

Rationale: The MSSW faculty identified the need to overhaul our two current advanced research courses based on new secondary accreditation standards. Since we are eliminating a thesis or applied research project requirement, we can meet competencies/student learning outcomes in one research course in the advanced level curriculum,. This content is significantly different than the current research courses (SOCW 795, SOCW 796, or SOCW 799).

	Campus-Level Academic Review ¹	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

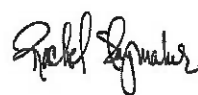
² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs

must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)	
	11/11/24
Chair Signature	Date
	11/11/24
Chair/Program Director Signature	Date
College Academic Council(s)	
	12/02/2024
Chair Signature	Date
Dean(s)	
	12/03/2024
Signature	Date
Signature	Date
Teacher Education Council	
Signature	Date
Campus Academic Council: Abilene Undergraduate or Abilene Graduate	
Signature	Date
Provost	

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	SOCW 767
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Tom Winter
B	Course Instructor	Tom Winter or Kyeonghee Jang
C	Course Title	Assessment and Evaluation of Social Work Practice
D	Course Abbreviation for Banner if title is more than 30 characters	Assess & Eval of SW Practice
E		CHBS - Health and Behavioral Sciences
F		SSW - School of Social Work
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		Lecture (LEC) See Schedule Type definitions in the Reference section.

L		3
M		Standard
N	Maximum Enrollment	20
O	Catalog Description (50 words or less)	Students will examine strategies and methods for evaluating social work practice at the personal/practitioner level, the agency level, and the policy level. Emphasis is on design and implementation of methodologically sound approaches to the empirical evaluation of social work practice at the advanced level.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	No
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	No
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, every year
T2	Will the course be offered in spring terms?	No
T3	Will the course be offered in summer terms?	No

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	Yes If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

Due to new secondary accreditation standards, the MSSW faculty have chosen to overhaul the curriculum since it had not been changed since 2007.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The MSSW faculty identified the need to overhaul our two advanced current research courses based on new secondary accreditation standards. Since we are eliminating a thesis or applied research project requirement, we can meet competencies/student learning outcomes in one research course in the advanced curriculum. This content is significantly different than the current research courses (SOCW 795, SOCW 796 and SOCW 799).

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for advanced year MSSW students.

2. State the overarching course goal(s) in performance terms.

This course builds on foundational research and evaluation competencies that are introduced in the generalist curriculum. Emphasis is on evaluation of individual practice, evaluation of agency practice including program evaluation, and evaluation of policy impact(s).

B. Student Learning Outcomes and Measurements

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Advanced Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D3. Are highly attuned to the complex intersections of diversity and educate on dimensions including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.	Critique of Evaluations (Policy Analysis)
Advanced Competency 4: Engage in Practice-informed Research and Research-informed Practice	C4.D1. Critically appraise the rigor, relevance, and ethical integrity of research, ensuring the integration of scientific knowledge is pertinent across various system levels of practice.	Critique of Evaluations
	C4.D2. Engage in research activities to inform evidence-based practice in specific practice situations.	SSD Assignments
	C4.D3. Exemplify ethical, culturally informed, anti-racist, and anti-oppressive approaches to address important and relevant questions within complex practice settings.	Program Evaluation Design Assignment
	C4.D4. Apply a comprehensive set of knowledge and techniques from diverse research methods in order to recommend relevant practice implications.	Program Evaluation Design Assignment
	C4.D5. Promote effective communication of research findings by highlighting the unique contributions of social work to a variety of stakeholders across multiple practice contexts.	Program Evaluation Presentation
Advanced Competency 7: Assess Individuals, Families, Groups,	C7.D1. Have the capacity to evaluate and recommend relevant tools and strategies for assessing a variety of client systems with individuals, families, groups, organizations, and communities.	SSD Assignment

Organizations, and Communities	C7.D3. Are informed by person-in-environment theory, human-behavior theory, and strengths-based theory within an interprofessional collaborative process to inform and direct decision-making.	SSD Assignment Program Evaluation Design
Advanced Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C9.D1. Evaluate practice, critically interpret results, and examine outcomes to identify implications at the personal, institutional, and public and social policy levels to guide decision-making.	SSD Assignment Program Evaluation Design
	C9.D2. Understand the impact of professional use of their roles and responsibilities on program effectiveness.	Program Evaluation Design
	C9.D3. Purposefully select evaluation methodologies and tools to determine culturally responsive and anti-oppressive measures for unique client circumstances that occur across systems (e.g., change agent, client, target, action).	SSD Assignment Program Evaluation Design
	C9.D4. Effectively communicate evaluation design, method, strategy rationale, and outcomes to multiple constituent groups	Program Evaluation Presentation

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required Textbooks:

Thyer, B. A., and Myers, L. L. (2007). *A social worker's guide to evaluating practice outcomes*. Alexandria, VA: CSWE Press.

Rubin, A. (2020). *Program evaluation: Pragmatic methods for social work and human service agencies*. Cambridge University Press.

Caputo, R. K. (2014). *Policy analysis for social workers*. Los Angeles: Sage.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

SOCW 767

ASSESSMENT/EVALUATION OF SOCIAL WORK PRACTICE

ACU School of Social Work

Credit Hours: 3	Instructor: TBD
Semester/Year: Fall 2025	Email:
Class Day/Time: TBD	Phone:
Class Location: TBD	Office Location & Contact Preferences:

Catalog Description: Students will examine strategies and methods for evaluating social work practice at the personal/practitioner level, the agency level, and the policy level. Emphasis is on design and implementation of methodologically sound approaches to the empirical evaluation of social work practice at the advanced level.

Intended Audience: This course is intended for advanced year MSSW students.

Mission Statements

School of Social Work Mission Statement

The Abilene Christian University School of Social Work seeks, within the context of a Christian higher education institution, to prepare graduates as effective and ethical professionals who incorporate best evidence in practice; promote social justice for vulnerable persons everywhere through service and leadership roles; and, advance social work knowledge through research and other scholarly activities.

MSSW Program Mission

The mission of the Abilene Christian University Master of Science in Social Work Program is to prepare students for professional leadership and ethical advanced generalist social work practice with an evidence-based emphasis. In furtherance of this mission, students will effectively address the biological, psychological, social, and spiritual dimensions of human well-being and promote diversity, equity, inclusion, and justice across system levels in domestic and international community contexts.

CHBS Mission Statement

The mission of the College of Health and Behavioral Sciences is to prepare students for Christian service and leadership with a collaborative commitment to holistic health and wellness by means of high-quality professional and pre-professional programs.

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Course Content

Outline of topics: This course builds on foundational research and evaluation competencies that are introduced in the generalist curriculum. Emphasis is on evaluation of individual practice, evaluation of agency practice including program evaluation, and evaluation of policy impact(s).

Format of Class/Teaching Methods: This course will be conducted in an active learning environment. Each class module will consist of weekly reading assignments, lecture, and group discussions.

Instructional Materials

Textbook:

Thyer, B. A., and Myers, L. L. (2007). *A social worker's guide to evaluating practice outcomes*. Alexandria, VA: CSWE Press.

Rubin, A. (2020). *Program evaluation: Pragmatic methods for social work and human service agencies*. Cambridge University Press.

Caputo, R. K. (2014). *Policy analysis for social workers*. Los Angeles: Sage.

Other materials:

University of Kansas, n.d. *The Community Tool Box*. <https://ctb.ku.edu/en>.

Other required and supplemental resources are provided in Canvas.

Use of Technology: This course uses Canvas, an online course management site.

Access to this system is through the  icon on your home page for myACU. All assignments submitted through Canvas are subject to be reviewed by Turnitin software for potential academic integrity issues. Students can access technology support through Team 55 at www.acu.edu/team55 or 325-674-5555. Additionally, the ACU Library Commons and the Learning Studio (2nd floor of Library) have computers with technical assistance.

Learning Outcomes

Course Goal: This course provides graduate students with advanced competencies in evidence-informed and culturally responsive strategies for assessing and evaluating their practice at the micro, mezzo, and macro levels.

Competencies: To demonstrate that students have mastered the goals of this course, they must meet or exceed the following competencies (as determined by the Council of Social Work Education or CSWE):

Program Learning Outcomes <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Dimension <i>(K/V/S/CAP)</i>	Measurement <i>(Assignment)</i>
Advanced Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D3. Are highly attuned to the complex intersections of diversity and educate on dimensions including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.	K/V	Critique of Evaluations (Policy Analysis)
Advanced Competency 4: Engage in Practice-informed Research and Research-informed Practice	C4.D1. Critically appraise the rigor, relevance, and ethical integrity of research, ensuring the integration of scientific knowledge is pertinent across various system levels of practice.	S/CAP	Critique of Evaluations
	C4.D2. Engage in research activities to inform evidence-based practice in specific practice situations.	S	SSD Assignments
	C4.D3. Exemplify ethical, culturally informed, anti-racist, and anti-oppressive approaches to address important and relevant questions within complex practice settings.	V/CAP	Program Evaluation Design Assignment
	C4.D4. Apply a comprehensive set of knowledge and techniques from diverse research methods in order to recommend relevant practice implications.	K/S/CAP	Program Evaluation Design Assignment
	C4.D5. Promote effective communication of research findings by highlighting the unique contributions of social work to a variety of stakeholders across multiple practice contexts.	S	Program Evaluation Presentation
Advanced Competency 7: Assess Individuals, Families, Groups,	C7.D1. Have the capacity to evaluate and recommend relevant tools and strategies for assessing a variety of client systems with individuals, families, groups, organizations, and communities.	K/S/CAP	SSD Assignment

Organizations, and Communities	C7.D3. Are informed by person-in-environment theory, human-behavior theory, and strengths-based theory within an interprofessional collaborative process to inform and direct decision-making.	K/S/V	SSD Assignment Program Evaluation Design
Advanced Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C9.D1. Evaluate practice, critically interpret results, and examine outcomes to identify implications at the personal, institutional, and public and social policy levels to guide decision-making.	S/V	SSD Assignment Program Evaluation Design
	C9.D2. Understand the impact of professional use of their roles and responsibilities on program effectiveness.	K	Program Evaluation Design
	C9.D3. Purposefully select evaluation methodologies and tools to determine culturally responsive and anti-oppressive measures for unique client circumstances that occur across systems (e.g., change agent, client, target, action).	K/S	SSD Assignment Program Evaluation Design
	C9.D4. Effectively communicate evaluation design, method, strategy rationale, and outcomes to multiple constituent groups	S	Program Evaluation Presentation

Course Policies/Expectations

Ethical Responsibility. Students are expected to demonstrate professional social work behavior and to adhere to the N.A.S.W. Code of Ethics. Evaluation of this course requirement will consider the student's quantity and quality of helpful participation and engagement in the course.

Professional Responsibility. Professionalism is reflected in completion of work in a timely manner. Complete all required reading assignments. Demonstrate knowledge of course material through participation in class discussions & exercises. In this course, late work is not accepted (this includes quizzes and in-class assignments). In order to demonstrate equity, there will be no extra credit opportunities, unless it benefits the entire class.

Assignment Submissions. Assignments must meet acceptable graduate-level writing standards. It is expected that all outside written assignments will be submitted via Canvas unless an exception is given in advance. You are encouraged to utilize the Writing Center. All written assignments must be written APA style. Some written work may be required to be turned in and archived on Canvas by Turnitin.com. Assignments submitted through Turnitin must have a maximum score of 20%. Papers with scores over 20% will not be accepted (and treated as though they have not been turned in).

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve their understanding of course content. The instructor can meet with students during office hours or by appointment.

Course Requirements

Single System Design Assignment*

Students will complete the design of a Single System evaluation of personal practice based on their practicum setting. In most cases this will involve designing an evaluation of practice with a client or group; in others, it may involve an agency, neighborhood, or other “macro” client system.

The assignment will be completed in two parts. First is the selection of a client, problem and goal(s), intervention strategy, and design. The second part involves selecting an appropriate analytical approach to determine the impact of the intervention, evaluating data (real or hypothetical), and critiquing the process with particular attention to issues of diversity and practitioner bias. *Competencies Addressed: C4D2, C7D1, C7D3, C9D1, C9D3*

**Adv Competency 9 Assessment Measure ([Appendix C](#))*

Program Logic Models

Students will complete a set of logic models for an agency program that they wish to use for their Program Evaluation Design assignment (below). Two logic models are expected: a “basic” logic model, and a theory of change model. *Competencies Addressed: C9D1*

Additional description of the assignment is contained in Appendix D.

Program Evaluation Design**

Drawing on class materials, including readings, students will design a program evaluation for an agency with which they are familiar (such as a practicum setting). The evaluation purpose or domain should be that of program process, program impact, or program efficiency (Rossi et al., 2019). *Competencies Addressed: C4D3, C4D4, C7D3, C9D1, C9D2, C9D3*

**Adv Competency 4 Assessment Measure ([Appendix E](#))*

Program Evaluation Presentation

Students will produce a presentation that summarizes their Program Evaluation design/proposal. They will present the presentation to the class who will critique and provide feedback to their peers regarding the appropriateness and feasibility of the proposed program evaluation. *Competencies Addressed: C4D5, C9D4*

Additional information about the assignment is contained in Appendix F.

Critiques of Evaluation Examples

As a comprehensive final examination, students will evaluate examples of evaluations of individual practice, program evaluation, and policy analysis based on principles emphasized in the course (evaluation will be provided by the instructor). The assessment of the assignment will be built on CSWE competencies as articulated in the course. *Competencies Addressed: C3D3, C4D1*

Description of the assignment is contained in Appendix G.

Written assignments are expected to be submitted in APA, 7th Edition, format. Failure to follow the format will result in reduced grades for the submission.

Assessment and Grading

As a graduate, professional school class, grading will not follow a traditional “point” system for calculating grades, but will reflect more subjective evaluation using the following rubric:

- A: Outstanding Achievement. Student evidences in written presentations and class participation exceptional knowledge of relevant literature (independent review of literature, creative and innovative application of the literature, and knowledge of relevant research) and ability to apply literature analytically in practice situations.
- B: Satisfactory Achievement. Student evidences in written presentations and class participation a consistently competent grasp of the literature including relevant research, and ability to apply literature analytically in practice situations. A majority of the class is expected to attain this level of performance.
- C: Minimally Acceptable Achievement. Student reflects inconsistent grasp of literature and ability to apply literature analytically in practice situations. When a student is determined to be functioning at this level, formal written notification by the instructor will be provided to the student and advisor.
- D/F: Unacceptable. Student evidences lack of understanding of literature and course content/objectives, or does not evidence the ability to apply literature analytically to practice situations.

Letter grades (A, A-, B+, and so on) will be recorded on an 11-point scale, with “A” counting 11 points, and “F” zero (0) points. Based on points awarded for each assignment coupled with the weighting of the assignments, an overall average will be calculated, with the final grade assigned based on the 11-point scale (for example, if the final grade is an average of 8.85, the student will receive a “B”; if it is 10.25, an “A” will be awarded).

Assessment Activities	Points Possible	Weighting	% of Grade
Single System Design Part 1	11	1	11.1%
Single System Design Part 2	11	1	11.1%
Program Logic Model	11	1	11.1%
Program Evaluation Design	11	2	22.2%
Program Evaluation PowerPoint	11	1	11.1%
Critiques of Evaluations (Final)		3	33.3%
Total		9	100%

Final grade calculation: The table below indicates how final grades are defined.

Final Point Average	Final Letter Grade
10.0-11	A
7.0-9.99	B
4.0-6.99	C
1-3.99	D
Below 1.0	F

Course Outline

Every attempt will be made to adhere to this schedule; however, because of unforeseen circumstances, some changes may become necessary.

Week	Content	Readings/ Assignments
Week 1	Review of Basic Research Issues Research Competencies in Graduate Social Work Education Validity and Research/Evaluation Internal Validity External Validity Statistical Conclusion Validity Contexts of Practice Evaluation: Practitioner, Agency, Policy	Matthay, E. C., and Glyour, M. M. (2020). A graphical catalog of threats to validity: Linking social science with epidemiology. <i>Epidemiology</i> , 31(3), 376-384. Rubin, chapter 1.
Week 2	Evaluating Practitioner Outcomes Reasons for Evaluating Personal Practice Issues in Evaluating Personal Practice Evolution of Single System Design as Alternative Basic Steps in Conducting Single Systems Research Conceptualizing and Measuring Targets and Goals	Thyer & Myers, chapters 1-2. Bloom et al., chapters 1-2, 5-8. Rubin, chapter 8.

	Specifying a Target Types of Definitions: Conceptual and Operational Measurement and Characteristics Measurement Error Reliability and Validity Issues in Measurement	
Week 3	Single System Evaluation Designs Baselining and Its Importance Types of Baselines Basic A-B/A-B-Follow-up Design Experimental SSDs	Bloom et al., chapter 11. Rubin, chapter 8. Proposal for Single System Design Due
Week 4	Analyzing SSD Data Visual Analysis Descriptive Statistics for Analysis Tests of Statistical Significance in SSD	Bloom et al., chapters 20-22.
Week 5	Alternatives to SSD in Evaluating Personal Practice Experimental and Quasi-Experimental Designs Ethical Issues in Evaluation of Personal Practice NASW Code of Ethics and Evaluation Human Subjects Protections and SSD (https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts-2018/index.html) Informed Consent Is it Non-Human Research? Role of IRBs	Thyer & Myers, chapters 4-6. Completed Single System Design Due
Week 6	Program and Agency Evaluation History of Program Evaluation Types of Evaluation Formative and Process Evaluation Methods Needs Assessments Approaches Program Planning and Monitoring Methodological Issues Modalities Questionnaire Guidelines	Rubin, chapters 1, 3-4. Community Tool Box, chapter 3.
Week 7	Evaluation of Outcomes Selecting and Measuring Outcome Objectives Logic Models Triangulation Writing Goals and Objectives Inference and Logic in Outcome Evaluation Causality Pragmatism and Feasibility	Rubin, chapter 4. Community Tool Box, chapter 2, Section 1. <i>Kellogg Evaluation Handbook</i> (Canvas) <i>Kellogg Logic Model Evaluation Guide</i> (Canvas)

Week 8	Designs for Program Evaluation Pre-Experimental Designs Experimental Designs Quasi-Experimental Designs Choosing a Design	Rubin, chapters 5-6. Thyer & Myers, chapter 4. Logic Models Due
Week 9	Analyzing and Presenting Data Formative and Process Evaluations Quantitative Data Use of Descriptive Data Tables and Charts Qualitative Data Coding Presentation	Rubin, chapters 10-11.
Week 10	Analyzing and Presenting Data, Cont. Inferential Statistics Outcome Evaluations Common Mistakes Effect Size Practical Significance vs. Statistical Significance	Rubin, chapters 10-11.
Week 11	Writing and Disseminating Evaluation Reports Basic Principles Ethical Issues Basic Outline of an Evaluation Report Common Mistakes in Writing and Dissemination	Rubin, chapter 12 Program Evaluation Design Due
Week 12	Policy Analysis as an Evaluative Process Philosophical Background: Value Neutrality, Value Relevance, Value Relevance, and Critical Thinking Roles of Policy Analysts Foci of Policy Analysis: Product, Process, Performance	Caputo, chapters 1-7
Week 13	Policy as Performance: Pseudo-Evaluation Social-Systems Accounting Social Experimentation Social Auditing Research and Practice Synthesis	Caputo, chapter 10.
Week 14	Policy as Performance, cont. Formal Evaluation Summative vs. Formative Evaluation Developmental Evaluation Retroactive process Evaluation Experimental Evaluation Retrospective Outcome Evaluation Decision-Theoretic Evaluation	Caputo, chapter 10.
Week 15	Tying it All Together	Evaluations and Critiques of Examples of Evaluations Due

Week 16	Final Assignments/Examination	
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Appendix A:

School of Social Work (SSW) Syllabi Statements and Policies

Land Acknowledgement Statement

The ACU School of Social Work acknowledges that we are gathered on the unceded land of the Jumanos and Nʉmʉnʉm (Comanche) peoples. Join us in acknowledging these Indigenous communities, their elders both past and present, as well as future generations. We also acknowledge that it was founded upon exclusions and erasures of many Indigenous peoples, including those on whose land this institution is located. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism.

--Developed from: Felicia Garcia (Chumash), M.A. Museum Studies, New York University, 2018

<http://landacknowledgements.org/>

For more information, refer to "Sovereignty, Rights, and the Well-Being of Indigenous Peoples Living in the United States" in *Social Work Speaks: NASW Policy Statements, 2021-2023* (12th Edition).

Washington, DC: NASW Press, 2021.

Caution on Controversial Language and Course Content

The field of social work is one that gives practitioners an opportunity to step into the world in which clients and consumers of social work services find themselves. Because individuals and families meet social work services during some of the hardest times in their lives, social workers are confronted with circumstances that include decisions, language, and behaviors that many Christians are not accustomed to and may even find offensive. Ethical Social Work education requires such exposure in order to best equip social work students.

For this reason, students might find in coursework, classroom discussions, and course materials, content that utilizes harsh language or mild sexual references, that may be abrasive or offensive. But it does not follow automatically that such materials will influence students to heresy, worldliness, carnality, or spiritual despair. To equip Christian students to function as ethical social workers, this course must intersect with such aspects of the world. In our effort to train and equip students for service to the society in which we live, we expect that students will reflect on the content, and *purpose* of the content as a means to better understand social work practice. Understand that just because one is exposed to such material does not mean one condones or embraces it. However, social workers cannot be afraid of it or run from it.

As a student, if you find course content to be excessively harsh, please speak to the instructor or their direct supervisor, and consult the Student Handbook for guidance.

Housing/Food Insecurity Statement

Your well-being is important to us, and we understand that there can be outside circumstances that affect your ability to access basic needs. If any student is having difficulty accessing sufficient food on a daily basis, or is lacking a safe and stable place to live, the faculty and staff in the School of Social Work are very dedicated to providing support. We deeply care about the student as a whole person, and do not want any students in our program to consistently experience unstable housing, food insecurity, or a lack of essential items needed to thrive academically. Therefore, any student who experiences these circumstances and believes this may impact academic performance, can freely disclose the situation to a faculty or staff member within the School of Social Work without judgment. We are committed to

helping locate community resources to help and/or working closely with the Student Life Office or the SOAR program to support students as needed.

Referrals to the Student Opportunities, Advocacy, and Resources (SOAR) Program

Students may be struggling in a course for many different reasons. When this occurs, the instructor may choose to recommend the student to the SOAR Program for additional assistance. Students may be recommended for several reasons that include, but are not limited to: excessive absences, consistently late/incomplete assignments, personal/family crises and/or unusual changes in behavior that may impact performance in and out of the classroom. In most cases, the instructor will attempt to notify the student prior to recommending to the SOAR Program with the specific reason(s) why he/she is recommending. Please note that while most students' participation in the SOAR Program may be voluntary, the instructor may require the student participate in order to continue in the field seminar course. For more information, please visit: www.acu.edu/soar

Medical and Counseling Care

All current ACU students, faculty, staff and their dependents are eligible to receive services at the Medical Clinic. Our providers treat the full range of primary health care needs. We provide primary care for acute illnesses, infections, allergies, asthma, wounds, sprains, sports medicine, travel medicine, mental health, and men's and women's health, as well as other services normally associated with a medical office.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns. You can contact the Medical Care and Counseling Center at counseling@acu.edu, or by calling 325-674-2626.

There are also off-campus options available (not paid by ACU). If you'd like more information about those options, feel free to ask a faculty member or the MSSW advisor.

TimelyCare – FREE Online Healthcare Available 24/7/365

All ACU students have access to free online medical and mental health care available 24/7/365 from anywhere in the United States by downloading the TimelyCare app on your smartphone. Students must use their ACU email address to set up their account. Most online visits take less than 20 minutes and patients will receive a diagnosis and treatment plan from a medical doctor, nurse practitioner or physician's assistant. When indicated, prescriptions can be instantly e-prescribed to the patient's local pharmacy. TimelyCare also offers free online counseling from licensed therapists and so much more.

Attendance/Tardiness Policy

The instructor may take attendance at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade and is included in participation grade. A student missing 20% (3 classes) may: 1) receive an incomplete, 2) receive a final letter grade deduction for the course (Ex. A "B" turns into a "C"), OR 3) be withdrawn as failing at the discretion of the instructor. Students withdrawn from the course due to attendance will receive a "WF" which calculates as an "F" in the cumulative GPA. *A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal from Class form, will be assigned a*

failing grade ('F') for that class. The last day to withdraw from this course is noted in the current catalog or on the academic calendar at www.acu.edu/registrar.

Zoom Expectations Around Absences

Students will encounter a variety of circumstances throughout the semester. Family emergencies, student illness, mental health, and more can impact a student's attendance in class. ***The choice to "Zoom in" for class should not be an assumed option. Requests to Zoom in must be made at least 24 hours in advance of class, and will be at the discretion of the faculty member to determine if the request will be honored.*** We support you in making the decisions you need to make regarding your attendance in class, and will work hard to be available for any concerns and questions you may have. Refer to the Technology Requirements in this syllabus for more guidelines on Zoom.

Zoom Requirements

In order for you to participate in a meaningful way during synchronous classes that have remote learning options, you should be sure that your technology is working and meets minimum standards for interactive learning. Additionally, ACU SSW has specific professional guidelines for remote learners that should be adhered to in every class. Below are the requirements to ensure you can adequately access and use the technology.

The ACU SSW utilizes Zoom, a video conferencing tool, for remote learners to log into the classroom. Below are the requirements to ensure you can adequately access and use Zoom. Failure to do so may result in consequences related to your grade and/or ability to complete the course.

Technological Requirements

- Be sure to have fast internet speed with your selected provider. Students may need to pay more for a higher quality speed than they prefer, but it is an investment to ensure you are able to log into the classroom for the entire duration of the class without disruption. (To test your internet speed, visit www.testmyspeed.com). You must have a minimum of 4 Mb to accurately access Zoom. Please remember that the performance of your equipment and internet speed will affect the Zoom experience for everybody using that remote connection.
- Students must ensure their computers have a camera and microphone/speakers so that the instructor can see you at all times and hear you when you contribute to the discussion.
- To minimize feedback and other audio problems, students are required to purchase an earphone/ microphone set and should wear the device for the duration of the class time.
- Students should not use 'hotspots' or access Zoom in public places for class time due to confidentiality concerns. Therefore, purchasing a high-quality internet service for your home is of the utmost importance.
- Log into Zoom at least 10 minutes before class begins. This will allow you to compensate for any tech problems that you might encounter and allow class to begin on time. You will receive a link via email from the instructor. Click the link and download the application the first time you use Zoom. After that, you should be able to access the links without downloading the application again.

Professional Requirements

Social Work education is professional education. Participation through remote technology does not negate the need for professional behavior when students are not physically in class. As emerging social

workers, you must demonstrate Competency 1: Ethical and Professional Behavior, including the use of technology ethically and appropriately.

The following expectations are required when attending class via Zoom:

- You should be sitting at a desk, table or other appropriate piece of furniture for class time. Lounging on a bed or couch is not appropriate.
- Refrain from attending class in an area where other family members or friends are present. Interaction with them can cause major distractions in the actual classroom and can impact the confidentiality of other students.
- Students should be dressed consistently the way students in professional education typically dress for class. You should not project a “just got out of bed” appearance. Pajamas are not acceptable attire for class or Zoom.
- Food and drink should be limited and not distracting for your classmates.
- You should limit “coming and going” to only necessary situations, just as face-to-face classes, to avoid distracting others. *Please do not turn off your video during class or wander away from your computer.*
- Driving is prohibited while Zooming into class.
- You may be marked absent if the professor determines that you are not actively engaged in class by being in front of your camera and responsive when addressed.

See also: [this Infographic on Zoom Etiquette](#)

Appendix B:

General University Policies

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. The instructor will only send and receive emails from the students' ACU email address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with University-related communications, some of which may be time-sensitive.

Academic Integrity Policy

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Services for Students with Disabilities

Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should notify the instructor at the beginning of the semester and will be required to provide/obtain a letter that documents the accommodations from the Office of Student Disability Services. For more information, visit <https://www.acu.edu/alpha>.

Title IX: Pregnant Student Rights

Title IX is the federal civil rights law that prohibits discrimination and provides rights to pregnant students. If a student becomes pregnant and needs accommodations as a result, please contact Sherita Nickerson in the Title IX Office for additional resources, support, and advocacy. It is important to note that pregnant students are not violating any university student conduct policies by disclosing pregnancy.

Title IX and ACU Sexual Misconduct Policy (Including Harassment)

Title IX is also the federal civil rights law that prohibits sex discrimination, sexual harassment, and sexual assault within the education system. Abilene Christian University's Sexual Misconduct Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. If you or someone you know have been harassed or assaulted, ACU has a reporting process available on the ACU website (www.acu.edu/titleix). It is important to note that all faculty and staff are considered "Mandatory Reporters" meaning they are mandated by state law to report the incident to university officials if a student discloses the situation to them. In an effort to ensure all are informed and education on the policy and process, all students, faculty, and staff are

required to complete an online sexual assault and relationship violence prevention course provided by the ACU Title IX office. The field handbook provides additional guidance if misconduct occurs at a field site.

MEMORANDUM

DATE: December 2, 2024
TO: Dr. Rachel Slaymaker
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCW 767 – Assessment/Evaluation of Social Work Practice

After reviewing the syllabus the library is able to provide adequate support for the course. Thank you for allowing us to review the course syllabus.



Adams
Center

November 14, 2024

Dr. Rachel Slaymaker Professor

Director, School of Social Work School of
Health & Human Services

Hardin Administration Building (ADM) 110A

(325) 674-2072

rachel.slaymaker@acu.edu

Re: Assessment/Evaluation of Social Work Practice (SOCW 767)

Dear Dr. Slaymaker,

Thank you for submitting Assessment/Evaluation of Social Work Practice (SOCW 767)

to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If

you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course. Sincerely,

A handwritten signature in black ink, appearing to be 'S. Hamm', with a long horizontal line extending to the right.

Dr. Scott E. Hamm,

Assistant Director, Adams Center