

SOCW 5313-003
Research and Evaluation Methods in Social Work II
Spring 2018

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Office Hours: Tuesdays, 2-4 PM

Section Information: SOCW 5313

Time and Place of Class Meetings: Online

I. Description of Course Content:

Council on Social Work Education (CSWE) Educational and Policy Accreditation and Standards (EPAS) Policy 2.1.6 – Engage in research-informed practice and practice-informed research:

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry, and
- use research evidence to inform practice (2008, p. 5).

University of Texas at Arlington Catalogue Description of Course Content:

Advanced course in the application of research principles and techniques. Topics include regression and statistical control, analysis of variance, questionnaire construction, evaluation research, and computerized tabulation and analysis of data. Mini-projects require the student to apply these techniques in the context of social work practice. Required of all students.

Expanded Description of Course Content:

Building on previous courses, particularly Research I, in this course an evidence informed approach to social work practice and the delivery of human service program is emphasized. In this course quantitative and qualitative research methods and commonly used statistical procedures and approaches are applied to the evaluation of social work practice interventions and the evaluation of human service programs.

In this course these research skills and knowledge are presented from the perspective of promoting

diversity and social and economic justice in the evaluation of social work intervention and the delivery of human service programs.

Student Learning Objectives:

1. Demonstrate an understanding of the role of research in the evaluation of social work practice and the delivery of human service programs.
2. Display an understanding of ethical, political and managerial implications of conducting evaluation research in human service organizations.
3. Articulate a rationale for how evaluation results can be used to improve human services, advance the interest of stakeholders and inform social work practice.
4. Utilize empirical studies as a knowledge base to support professional interventions, programs, and decisions in human service agencies.
5. Develop goals and objectives for practice and program evaluation inclusive of diversity and social and economic justice.
6. Design a valid social work practice and program evaluation with an understanding of issues in evaluation related to cultural diversity, gender, sensitive topics, sexual orientation, and ethical concerns.
7. Determine and use relevant statistical procedures to analyze evaluation data in order to determine effectiveness.
8. Present evaluation results to various audiences in a professional manner.

Note: The course instructor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained.

EPAS Practice Competencies taught, practiced, and assessed in this course:

Practice Competency	Taught/Practiced	Assessed
EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly	Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner	Discussion boards and SSRD and Program Evaluation reports
EP 2.1.2 – Apply social work ethical principles to guide professional practice	Readings, PowerPoints, and discussion board dialogues	Human subjects certification; discussion boards, quizzes, and SSRD and Program Evaluation reports
EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments	Readings, PowerPoints, and discussion board dialogues	Discussion boards, SSRD and Program Evaluation reports

EP 2.1.4 – Engage diversity and difference in practice	Readings, PowerPoints, and discussion board dialogues	Quizzes, discussion boards, and SSRD and Program Evaluation reports
EP 2.1.6 – Engage in research-informed practice and practice-informed research	Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner	Discussion boards, quizzes, and SSRD and Program Evaluation reports
EP 2.1.9 – Respond to contexts that shape practice	Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner	Discussion boards, quizzes, and SSRD and Program Evaluation reports

Prerequisite: SOCW 5322

II. Required Textbooks and Other Course Materials:

Required Texts:

Royse, D., Thyer, B.A., & Padgett, D. K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th Ed.). Boston, MA: Cengage Learning.

Suggested Supplemental Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th Ed.). Washington DC: Author.

Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Rubin, A., & Babbie, E. (2008). *Research methods for social work* (6th Ed.). Belmont, CA: Thomson Brooks/Cole. (This is the textbook used in Research I.)

Szuchman, L.T. & Tomlison, B. (2007). *Writing with Style: APA Style for Social Work* (3rd Edition). Belmont, CA: Brooks/Cole.

York, R.O. (2009). *Evaluating human services: A practical approach for the human service professional*. Boston, MA: Pearson.

Required Computer Software:

Microsoft Word 2007 or later

Microsoft Excel 2010 or later

Note on Computer Software:

We will use Excel and/or SPSS for statistical analysis in this class. Although the use of the software will be demonstrated on many occasions in class modules, this is not a technology course. The focus of this class will be on the implementation, understanding, and interpretation of statistical findings used in practice and program evaluation research, not on instruction on how to use the SPSS and Excel software. Those students who are totally unfamiliar with SPSS and EXCEL software may also want to consider:

1. The Office of Information Technology at UTA offers an Introduction to SPSS course free to UTA students. For more information about these courses and other technology services:
<http://www.uta.edu/oit/cs/training/classes/statistics.php>
2. There are excellent, free online SPSS and EXCEL tutorials available via YouTube:
<http://www.youtube.com/watch?v=eTHvIEzS7qQ> (SPSS)
<http://www.youtube.com/watch?v=8L1OVkw2ZQ8> (Excel)

SPSS Access:

The SPSS Software is available at many different computer sites.

Architecture Building Rooms 319 and 324
ELB Lab Room 256 of Engineering Building
Fine Arts Building Rooms 404/411/411A/412/412A
Business Building Rooms 338/340
Ransom Hall **open 24 hours**
University Hall Room B004

For more information about these labs go to: <http://www.uta.edu/oit/cs/computerlabs/index.php>

Additional Reading Materials:

All readings other than textbook chapters, e.g., journal articles, will be available on the course Blackboard site under the assigned learning module for that/(those) reading(s).

Learning Modules:

Weeks are organized by learning modules. Students will be responsible for accessing each week's learning modules, which will generally contain a PowerPoint that corresponds with the week's topics and reading assignments (per the syllabus). There may also be additional materials for review in the learning module. The PowerPoints will contain all of the tasks for this week's learning module, e.g., discussion board prompt, assignments, quiz, etc. Learning modules will open on Sundays at 12 AM CT and close on Saturdays at 11:59 PM CT. Unless otherwise specified, assignments are due at the end of the week – Saturday at 11:59 PM CT.

III. Descriptions of Major Assignments and Examinations:

Specific assignments are:

1. **Weekly Reading Quizzes: (20%)** A ten-question quiz will be administered online each week. The quiz will cover information for that week's readings (textbooks and journal articles) and PowerPoint materials. You will have 60 minutes to complete the quizzes. You may complete the weekly quiz at any time during the week, but once you have opened the quiz, you must complete it within the designated 60 minutes. Quizzes cannot be re-accessed once submitted. All quizzes will open up at 12 AM CT on Sundays and close at 11:59 PM CT on Saturdays. (Student Learning Outcomes 1-8)
2. **Written Assignments (50%, combined):** You will be required to complete two written assignments during the semester. For the first assignment, you will be asked to complete a single-system evaluation project (SSRD). This is an independent written assignment. The second assignment will require you to work in a group to conduct a program evaluation and prepare a written report of the evaluation and the results. The instructor will assign students

to groups during the first week of the semester. As part of this assignment, you will also be asked to evaluate your group members through a peer evaluation. (Student Learning Outcomes 1-7)

3. **Class Presentations (5%):** As part of the group program evaluation, groups will prepare a visual presentation of their final report. At a minimum, please use PowerPoint for these presentations, but alternative software/formats, e.g., Prezi, Youtube, etc, are also allowed. Groups are encouraged to incorporate video and other multi-media components into these presentations. (Student Learning Outcomes 8)
4. **Data Analysis Exercises (15%):** You will be asked to complete three data analysis exercises. Instructions for each exercises will be contained, in detail, on the assignment sheet, which will be available under the designated Learning Module for that week. You may work in pairs for the second and third data analysis assignments. (Student Learning Outcomes 7)
5. **Blackboard Discussion Boards (10%):** You will be asked to participate in online discussion boards every other week. The purpose of these discussions is to help students connect the course content to the written assignments, allow the instructor to gauge student learning, and encourage cross-dialogue among students and the instructor. You will be expected to respond to the instructor's prompt and to also respond to two other students' responses. You will have two weeks to complete each discussion board. (Student Learning Outcomes 1-8)

**** All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading.****

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this graduate-level course, I expect perfect attendance, and any student who misses more than (3) scheduled classes will receive an "F" in the class. In the event of extenuating circumstances, please notify me ahead of time to the degree possible.

IV. Grading:

Grade Itemization:

Single Subject Research Design Paper	25%
Group Program Evaluation Paper	20%
Group Program Evaluation Presentation	5%
Group Program Evaluation Peer Evaluations	5%
Data Analysis Exercises (5% each)	15%
Data Collection	
Descriptive Statistics	
Bivariate Statistics	
Weekly Quizzes	20%

Discussion Boards 10%

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or lower

To avoid receiving a failing grade due to absences, it is the student's responsibility to withdraw from or drop the class according to University guidelines and time frames. An incomplete grade for the semester will only be considered in the event of a documented medical emergency. **Students are expected to keep a copy of all assignments submitted.**

V. Course Outline/Topics and Readings:

Learning Module 1

Topic: Introduction

Readings:

- Course Syllabus on Blackboard
- Despard, M. R. (2016). Challenges in implementing evidence-based practices and programs in nonprofit human service organizations. *Journal of Social Work Practice*, 13(6), 505-522.
- Discussion Board 1: *Welcome and tell us a little about yourself.*

Learning Module 2

Topic:

- What is Evaluation Research?
- Ethical and Cultural Issues in Practice and Program Evaluation

Readings:

- Royse et al., Ch. 1: Introduction
- Royse et al. Ch. 2: Ethical Issues in Program Evaluation
- Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399.

Due:

- Quiz 1 – Program Evaluation and Evaluation Research Ethics (quiz covers readings from Sessions 1 and 2)

Learning Module 3

Topic:

Single System Research Designs

Readings:

- Royse et al. Ch. 6: Single System Research Designs
- Briggs, H. E., Miller, K. M., Orellana, E. R., Briggs, A. C., & Cox, W. H. (2013). Effective single-parent training group program: Three system studies. *Research on Social Work Practice*, 23(6), 680-693.

Due:

- Quiz 2 – Single System Research Designs (quiz covers readings from Session 3)
- Discussion Board 2: *What is your SSRD paper topic?*

Learning Module 4

Topics:

Conceptualization and Measurement

Readings:

- Royse et al. Ch. 11: Measurement Tools and Strategies
- Royse et al. Ch. 12: Selecting the Best Evaluation Measure for Your Project
- Pritzker, S., & Minter, A. (2014). Measuring adolescent resilience: An examination of the cross-ethnic validity of the RS-14. *Children and Youth Services Review*, 44, 328-333.

Due by Sat. at 11:59 PM:

- Quiz 3 – Conceptualization and Measurement

Learning Module 5

Topics:

Needs Assessments

Introduction to Data Analysis

Readings:

- Royse Ch. 3: Needs Assessment
- Al-Qdah, T. A. K. (2017). Syrian refugees in Jordan: Social workers use a Participatory Rapid Appraisal (PRA) methodology for needs assessment, human rights, and community development. *International Social Work*, 60(3), 614-627.

Due:

- Quiz 4 – Needs Assessments and Introduction to Data Analysis
- Discussion Board 3: *What is your program evaluation group's evaluation question?*

Learning Module 6

Topics:

- Formative and Process Evaluations
- Client Satisfaction Surveys

Readings:

- Royse et al. Ch. 5: What Are Formative and Process Evaluations?
- Royse et al. Ch. 7: Client Satisfaction
- Verwey, R., van der Weegen, S., Spreeuwenberg, M., Tange, H., van der Weijden, T., & de Witte, L. (2016). Process evaluation of physical activity counseling with and without the use of mobile technology: A mixed methods study. *International Journal of Nursing Studies*, 53, 3-16.
- Asmoredjo, J., Beijersbergen, M. D., & Wolf, J. R. L. M. (2017). Client experiences with shelter and community care services in the Netherlands: Quality of services for homeless people, homeless youth, and abused women. *Research on Social Work Practice*, 27(7), 779-788.

Due:

- Quiz 5 – Formative and Process Evaluations and Client Satisfaction Surveys

- Data Analysis 1 – Data Collection and Entry

Learning Module 7

Topics:

Group Research Designs

Cost Effectiveness

Cost Analysis

Readings:

- Royse et al. Ch. 9: Group Research Designs
- Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis
- Hamel, J., Ferreira, & Buttell, F. (2017). Gender and batterer intervention: Implications of a program evaluation for policy and treatment. *Research on Social Work Practice*, 27(4), 405-412.
- Parsell, C., Petersen, M., & Culhane, D. (2017). Cost offsets of supportive housing: Evidence for social work. *The British Journal of Social Work*, 47(5), 1534-1553.

Due:

- Quiz 6 – Group Research Designs, Cost Effectiveness and Cost Analysis
- Discussion Board 4: *What challenges have you encountered in your SSRD? What is working well? What are the limitations to your design, i.e., how has your evaluation method or design led to potential biases in your data?*

Learning Module 8

Topics:

Data Analysis for Program Evaluation Using SPSS

Descriptive Univariate Statistics

Readings: No assigned readings

Due:

- Quiz 7 – Descriptive Univariate Data Analysis
- SSRD Final Paper

Learning Module 9

Topic: Sampling

Readings:

- Royse et al. Ch. 8: Sampling
- Wolbring, T., & Treischl, E. (2016). Selection bias in students' evaluation of teaching: Causes of student absenteeism and its consequences for course ratings and rankings. *Research on Higher Education*, 57, 51-71.

Due:

- Quiz 8 - Sampling
- Data Analysis 2 – Descriptive Statistics

Learning Module 10

Topics:

Data Analysis for Program Evaluation and SPSS II

- Bivariate statistics

- T-tests
- Chi-square

Readings: No assigned readings

Due:

- Quiz 9 – Bivariate Statistics
- Discussion Board 5: *What type of program evaluation method will you use to answer your evaluation question? Why is this the best method to use? What are some limitations to this method?*

Learning Module 11

Topics:

Qualitative and Mixed Method Approaches to Program Evaluation

Readings:

- Royse et al. Ch. 4: Qualitative and Mixed Methods in Evaluation
- Slayton, J. & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record*, 107(12), 2543-2565.
- Wharton, T., & Burg, M. A. (2017). A mixed-methods evaluation of social work learning outcomes in interprofessional training with medicine and pharmacy students. *Journal of Social Work Education*, 53(s1), S87-S96.

Due:

- Quiz 10 - Qualitative and Mixed Method Approaches to Program Evaluation
- Data Analysis 3 – Bivariate Statistics

Learning Module 12

Topics:

Politics of Program Evaluation

Disseminating Findings

Readings:

- Royse et al. Ch. 13: Pragmatic Issues
- Royse et al. Ch. 14: Writing Evaluation Proposals, Reports, and Journal Articles
- Clayson, Z.C., Castañeda, X., Sanchez, E., & Brindis, C. (2002). Unequal power—changing landscapes: Negotiations between evaluation stakeholders in Latino communities. *American Journal of Evaluation*, 23, 33-44.

Due:

- Quiz 11 – Politics of Program Evaluation and Disseminating Findings

Learning Module 13

Topics: Group work on program evaluation

Learning Module 14

Topics: Class Presentations on Program Evaluations

Readings: No assigned readings

Due:

- Class Presentations

- Discussion Board 6: *Please respond to at least two other group's presentations? What did they do well? What are your recommendations for improving the evaluation?*

Learning Module 15

Due:

- Program Evaluation Final Report
- Program Evaluation Peer Evaluations

VI. Make-up Assignment Policies:

No make-up quizzes, either before or after the scheduled date, will be given without a documented excuse. Students who do not complete the quiz by the specified date and time, with no explanation, will receive a zero (0) for that quiz. Exceptions will be made in extraordinary circumstances and with proper documentation.

Late written assignments will be reduced by five (5) points for each day that they are late. Exceptions will be made in extraordinary circumstances and with proper documentation.

VII. Additional Class and University Policies:

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD), www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying

handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hallway on the south side of the building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 or resources@uta.edu for more information and appropriate referrals. You can also visit the website, www.uta.edu/resources.

Writing Assistance:

The SSW Writing Resources Coordinator, Dr. Christopher, is available to assist with all aspects of the written assignments including outlining, thesis development, structure, grammar, and APA style. He is available by appointment at chriskilgore@uta.edu. His office is in the SSW Complex Building A Room 319-C.

The Writing Center, 411 Central Library, offers individual 40-minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Grade Grievance Policy:

Information may be found in the Graduate Catalog.

References

- Al-Qdah, T. A. K. (2017). Syrian refugees in Jordan: Social workers use a Participatory Rapid Appraisal (PRA) methodology for needs assessment, human rights, and community development. *International Social Work*, 60(3), 614-627.
- Asmoredjo, J., Beijersbergen, M. D., & Wolf, J. R. L. M. (2017). Client experiences with shelter and community care services in the Netherlands: Quality of services for homeless people, homeless youth, and abused women. *Research on Social Work Practice*, 27(7), 779-788.
- Briggs, H. E., Miller, K. M., Orellana, E. R., Briggs, A. C., & Cox, W. H. (2013). Effective single-parent training group program: Three system studies. *Research on Social Work Practice*, 23(6), 680-693.
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- Despard, M. R. (2016). Challenges in implementing evidence-based practices and programs in nonprofit human service organizations. *Journal of Social Work Practice*, 13(6), 505-522.
- Hamel, J., Ferreira, & Buttell, F. (2017). Gender and batterer intervention: Implications of a program evaluation for policy and treatment. *Research on Social Work Practice*, 27(4), 405-412.
- Parsell, C., Petersen, M., & Culhane, D. (2017). Cost offsets of supportive housing: Evidence for social work. *The British Journal of Social Work*, 47(5), 1534-1553.
- Pritzker, S., & Minter, A. (2014). Measuring adolescent resilience: An examination of the cross-ethnic validity of the RS-14. *Children and Youth Services Review*, 44, 328-333.
- Slayton, J. & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record*, 107(12), 2543-2565.
- Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399.
- Verwey, R., van der Weegen, S., Spreeuwenberg, M., Tange, H., van der Weijden, T., & de Witte, L. (2016). Process evaluation of physical activity counseling with and without the use of mobile technology: A mixed methods study. *International Journal of Nursing Studies*, 53, 3-16.
- Wharton, T., & Burg, M. A. (2017). A mixed-methods evaluation of social work learning outcomes in interprofessional training with medicine and pharmacy students. *Journal of Social Work Education*, 53(s1), S87-S96.
- Wolbring, T., & Treischl, E. (2016). Selection bias in students' evaluation of teaching: Causes of student absenteeism and its consequences for course ratings and rankings. *Research on*

Higher Education, 57, 51-71.