

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year:** Spring/2015  **Course Title:** Research and Evaluation Methods II in Social Work  **Course Prefix/Number/Section:** SOCW 6324  **Instructor Name:** Aakrati Mathur  **Office Number: NA**  **Phone Number: 952-465-4298(text or call only in case of emergency)**  **Email Address:** [**aakratim@uta.edu**](mailto:aakratim@uta.edu) **(preferred)**  **Office Hours: NA**  **Day and Time (if applicable): NA**  **Location (Building/Classroom Number): Online**  **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.**  **Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

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.

Additional Description**:** 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. 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.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

By the end of the semester, students will be able to:

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.

**Educational 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.

For Health Specialty:

* + Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.
  + Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.

For Mental Health/Substance Abuse Specialty:

* + Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.
  + Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

For Children and Families Specialty:

* + Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.
  + Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

For Aging Specialty:

* + Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.
  + Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.

For Community and Administrative Practice Specialty:

* + Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.
  + Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

**Educational Policy 2.1.7—** Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

* utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
* critique and apply knowledge to understand person and environment.

For Health Specialty:

* + Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.
  + Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.

For Mental Health/Substance Abuse Specialty:

* + Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.
  + Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.

For Children and Families Specialty:

* + Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
  + Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

For Aging Specialty:

* + Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.
  + Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

For Community and Administrative Practice Specialty:

* + Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
  + Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

**Educational Policy 2.1.10(b)**—Assessment

Social workers

* collect, organize, and interpret client data;
* assess client strengths and challenges;
* develop mutually agreed-on intervention goals and objectives; and
* select appropriate intervention strategies.

For Health Specialty:

* + Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.

For Mental Health/Substance Abuse Specialty:

* + Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

For Children and Families Specialty:

* + Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.

For Aging Specialty:

* + Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.

For Community and Administrative Practice Specialty:

* + Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

**Educational Policy 2.1.10(d)**—Evaluation

Social workers

* critically analyze;
* monitor; and
* evaluate interventions.

For Health Specialty:

* + Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

For Mental Health/Substance Abuse Specialty:

* + Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

For Children and Families Specialty:

* + Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

For Aging Specialty:

* + Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

For Community and Administrative Practice Specialty:

* + Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.

**C. *Required* Text(s) and Other Course Materials:**

Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the*

*accountable professional* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Royse, D., Thyer, B.A., & Padgett, D. K. (2010). *Program evaluation: An introduction (5th*

*Ed.)*. Belmont, CA: Wadsworth.

Required Computer Software:

SPSS Statistics 22 (earlier versions may be appropriate)

Microsoft Excel 2010 or later

Note on Computer Software:

We will use Excel and SPSS for statistical analyses in this class. Although the use of the software will be demonstrated on many occasions in class, 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 work 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 [Check video links before posting syllabus to ensure that they are still active]:

<http://www.youtube.com/watch?v=eTHvlEzS7qQ> (SPSS)

<http://www.youtube.com/watch?v=8L1OVkw2ZQ8> (Excel)

SPSS Access:

The SPSS Software is available at many different computer sites.

1. The School of Social Work Library (SWEL) in Building A of the social work complex

2. Additional Computer Labs on Campus for SPSS:

1. Fine Arts Building Rooms 404/411/411A/412/412A
2. Business Building Rooms 338/340
3. Ransom Hall (All) \*\*open 24 hours\*\*
4. University Hall Room B004

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

**D. Additional *Recommended* Text(s) and Other Course Materials:**

American Psychological Association. (2001). *Publication manual of the American*

*Psychological Association* (6th Ed.). Washington DC: Author.

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.

All additional readings, e.g., journal articles, will be available on the course Blackboard site in the folder titled, Additional Readings, under Course Materials.

**E. Major Course Assignments & Examinations:**

**Assignment 1: Weekly Quizzes**

Learning Outcomes 1-7

A ten-question quiz will be administered online each week. The quiz will cover information on that week’s reading (textbook, journal articles, and PowerPoints). Students will have 20 minutes to complete each quiz. Each quiz will be available on Blackboard for the entire week, and students will have until the last day of the week (usually end of the day Monday) to complete each quiz. The lowest quiz score will be dropped. (20% of grade)

**Includes designated skill(s) or behavior (s) from:** Educational Policy 2.1.6; 2.1.7; and 2.1.10 (b) & (d).

**Assignment 2: Written Assignments**

Learning Outcomes 1, 3-7

Students will be required to complete two written assignments during the semester. For the first assignment, students will be asked to complete a single-system evaluation project. This is an independent written assignment. A detailed description of the assignment is included at the end of the course syllabus. (**Due: 04/06,** 20% of final grade)

The second assignment will require students, in a group, to conduct a program evaluation and prepare a written report of the evaluation and the results. Students will be assigned to groups by the instructor during the first week of the semester. A detailed description of the assignment is included at the end of the course syllabus. (**Due:05/04,** 25% of final grade)

**Includes designated skill(s) or behavior (s) from:** Educational Policy 2.1.6; 2.1.7; and 2.1.10(b) & (d).

**Includes designated skill(s) or behavior (s) from:** Educational Policy 2.1.10(b) & (d).

**Assignment 3: Discussion Boards**

Learning Outcomes 1-7

Students will be required to respond to weekly discussion board questions/prompts. They will also have to respond to another student’s response. The discussion board prompts will cover material to be discussed in the ***upcoming*** week. All discussion board responses will be due on the day of the week for which they are assigned. (15% of final grade)

**Includes designated skill(s) or behavior (s) from:** Educational Policy 2.1.6; 2.1.7; and 2.1.10(b) & (d).

**Assignment 4: Data Analysis Exercises**

Learning Outcomes 7

Students will be asked to complete three data analysis exercises. Detailed descriptions of each of the assignments are included at the end of the course syllabus.

* 1. The first assignment requires students to collect primary data using a survey developed by the class. (**Due: 03/02,** 5% of final grade)
  2. The second assignment requires students to conduct univariate statistical analyses on data collected in the first assignment. (**Due: 03/30,** 5% of final grade)
  3. The third assignment requires students to conduct bivariate statistical analyses on data collected in the first assignment. (**Due: 04/13,** 5% of final grade)

**Includes designated skill(s) or behavior (s) from:** Educational Policy 2.1.6.

**Expectations for written work:** Text citations and reference lists must be in correct APA 6th edition format [update to the most recent edition if necessary]. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar. Here is an excellent website for APA style information:

<http://owl.english.purdue.edu/owl/resource/560/01/>

**Participation** (25 points): Students are expected to be on time and attend all class sessions, complete reading assignments and be prepared to participate in class discussions and small group activities. Attendance will be taken, per University rules. **NOTE**: Excessive absences (3 or more), leaving early and tardiness exceeding 15 minutes will result in the significant reduction of a student’s final participation grade.

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Grading Criteria:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in discussion boards and group project.

Grade Itemization:

Single Subject Research Design Paper (100 pts.) 25%

Group Program Evaluation Paper (100 pts.) 20%

Data Analysis Exercises (100 pts. each, 5% each) 15%

Data Collection

Descriptive Statistics

Bivariate Statistics

Weekly Quizzes (100 pts.) 20%

Human Subjects Certification (100 pts.) 5%

Discussion Boards (100 pts. each) 15%

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.

**G. Make-Up Exam or Assignment Policy**:

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

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

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. For this course, here is the attendance policy:

Students are expected to attend classes. Quiz material will come, in part, from lecture material not necessarily covered in the book. It is the student’s responsibility to obtain lecture notes. The Professor does not hand out copies of his lecture notes or PowerPoint presentations. By University policy, attendance is taken at every class meeting. It is not graded (other than as an element of participation).

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

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| Session #, Date, & Topic | **Required Readings** | **Assignments Due** |
| Session 1:  Introduction | Course Syllabus available on Blackboard  Faul, A.C., McMurtry, S.L., Hudson, W.W. (2001). Can empirical practice techniques improve social work outcomes? *Research on Social Work Practice, 11*(3), 277-299. | 01/20-01/26 |
| Session 2:  What is evaluation research?  Cultural and Ethical Issues in Practice and Program Evaluation | Royse et al., Ch. 1: Introduction  Royse et al. Ch. 2: Ethical Issues in Program Evaluation  Allen-Meares, P. (2008). Cultural competence: An ethical requirement. *Journal of Ethnic and Cultural Diversity in Social Work, 16,* 3/4, 83-92.  Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399. | 01/27-02/02  Quiz #1  Discussion Board #1  **UTA Human Subjects Certification training module:**  [**http://www.uta.edu/ra/oric/training/**](http://www.uta.edu/ra/oric/training/) |
| Session 3:  Single-system Research Designs | Bloom et al. Ch. 1: Integrating Evaluation and Practice  Bloom et al. Ch. 11: Basic Principles of Single-System Designs  Bloom et al. Ch. 12: Baselining  Bloom et al. Ch. 20: Visual Analysis of Single-System Design Data  Larwin, K.H. & Larwin, D.A. (2008). Decreasing excessive media usage while increasing physical activity: A single-subject research study. *Behavior Modification, 32*(6), 938-956. | 02/03-02/09  Quiz #2  Discussion Board #2 |
| Session 4:  Conceptualization and Measurement | Bloom et al. Ch. 2: Basic Principles of Conceptualization and Measurement  Bloom et al. Ch. 3: Specifying Problems and Goals: Targets of Intervention  Hoe, M. & Brekke, J. (2009). Testing the cross-ethnic construct validity of the Brief Symptom Inventory. *Research on Social Work Practice*, *19*(1), 93-103.   Nugent, W.R. (2004). A validity study of two forms of the Self-Esteem Rating Scale. Research on Social Work Practice, 14, 287 - 294. | 02/10-02/16  Quiz#3  Discussion Board #3  **SSRD Paper Topic** |
| Session 5:  Needs assessments  Introduction to Data Analysis | Royse Ch. 3: Needs Assessment  Bloom et al. Ch. 19: Basic Principles of Analysis (pp. 424-437)  Berberet, H. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. *Child Welfare, 85*, 361-384.  Nolin, J., Wilburn, S. T., Wilburn, K. T., & Weaver, D. (2006). [Health and social service needs of older adults: Implementing a community-based needs assessment](http://www.sciencedirect.com.proxy.libraries.rutgers.edu/science?_ob=ArticleURL&_udi=B6V7V-4KPN9XK-1&_user=526750&_coverDate=08%2F31%2F2006&_rdoc=3&_fmt=high&_orig=browse&_srch=doc-info%28%23toc%235852%232006%23999709996%23632401%23FLA%23display%23Volume%29&_cdi=5852&_sort=d&_docanchor=&_ct=15&_acct=C000023759&_version=1&_urlVersion=0&_userid=526750&md5=84eeed5a57778b9a41e7644466b229c2). *Evaluation and Program Planning, 29*(3), 217-226. | 02/17-02/23  Quiz #4  Discussion Board #4  Group program evaluation topic |
| Session 6:  Formative and Process Evaluations  Client Satisfaction Surveys | Royse et al. Ch. 5: Formative and Process Evaluations  Royse et al. Ch. 6: Client Satisfaction Studies  Mareschal, P.M., McKee, W.L., Jackson, S.E., & Hanson, K.L. (2007). Technology-based approaches to preventing youth violence: A formative evaluation of program development and implementation in four communities. *Youth Violence and Juvenile Justice, 5*, 168-187*.*  Abram, F.Y., & Linhorst, D. (2008).A process evaluation of collaborative planning for children of prisoners. *Administration in Social Work*, *32*(1), 39-54.  Garland, A.F., Haine, R.A., & Boxmeyer, C.L. (2007). Determinates of youth and parent  satisfaction in usual care psychotherapy. *valuation and Program Planning, 30*, 45–54. | 02/24-03/02  Quiz #5  Discussion Board #5  Data Analysis 1 – Data Collection and Entry |
| Session 7:  Group Research Designs  Cost Effectiveness Evaluations  Cost Benefit Evaluations | Royse et al. Ch. 9: Group Research Designs  Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis  Jani, J.S., Ortiz, L., & Aranda, M.P. (2009). Latino Outcome Studies in Social Work: A Review of the Literature. *Research on Social Work Practice, 19*(2), 179-194.  Carney, M.M., & Buttell, F.P. (2006). An evaluation of a court-mandated batterer intervention program: investigating differential program effect for African American and White women**.** *Research on Social Work Practice*, *16*(6), 571-581.  Foster, E.M., Porter, M.M., Ayers, T.S., Kaplan, D.L., Sandler, I. (2007). Estimating the costs of preventive interventions. *Evaluation Review, 31*(3), 261-286.  Wolff, N.,Helminiak, T.W., Morse, G.A., Calsyn, R.J., Klinkenber, W.D., & Tursty, M.L. (1997). Cost-effectiveness evaluation of three approaches to case management for homeless mentally ill clients. *American Journal of Psychiatry, 154*, 341–348. | 03/03-03/09  Quiz #6  Discussion Board #6  Optional rough draft of SSRD |
| Session 8:  Data Analysis for Program Evaluation – Descriptive Statistics | Royse et al. Ch. 14: Data Analysis | 03/09-03/14 (SPRING BREAK)  03/16-03/23 SESSION 8  Quiz #7  Discussion Board #7 |
| Session 9:  Sampling | Royse et al. Ch. 8: Sampling  O’Connell, A.A. (2000). Sampling for evaluation: Issues and strategies for community-based HIV prevention programs**.** *Evaluation and the Health Professions, 23*(2), 212-234.  Peterson, J.A., Reisinger, H.S., Schwartz, R.P., Mitchell, S.G., Kelly, S.M., Brown, B.S., & Agar, M.H. (2000). Targeted sampling in drug abuse research: A review and case study. *Field Methods*, 20, 2, 155–170. | 03/24-03/30  Quiz #8  Discussion Board #8  Data Analysis Exercise 2 – Descriptive Statistics |
| Session 10:  Data Analysis for Program Evaluation – Bivariate Statistics | Royse et al. Ch. 14: Data Analysis | 03/31-04/06  Quiz #9  SSRD Final Paper |
| Session 11:  Qualitative and Mixed Method Approaches to Program Evaluation  Mixed Methods | Royse et al. Ch. 4: Qualitative and & Mixed Methods in Evaluation  Hanson, W.E., Creswell, J.W., Plano Clark, V.L., Petska, K.S., Creswell, J.D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology, 52*(2), 224-235.  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. | 04/07-04/13  Quiz #10  Discussion Board #9  Data Analysis Exercise 3 – Bivariate Statistics |
| Session 12:  Politics of Program Evaluation  Disseminating Findings | Royse et al. Ch. 13: Pragmatic Issues  Royse et al. Ch. 15: 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.  Royse, D., & Dignan, M. (2008). The Appalachia Community Cancer Network: Issues and challenges in evaluation. *Research on Social Work Practice, 18*(5), 507-513. | 04/14-04/20  Quiz #11  Discussion Board #10 |
| Session 13:  Review  Class time for group program evaluations | Chupp, M. G., & Joseph, M. L. (2010). Getting the most out of service learning: Maximizing student, university, and community impact. *Journal of Community Practice, 18*(2-3), 190-212.  Marullo, S., Moayedi, R., & Cooke, D. (2009). C. Wright Mills’s friendly critique of service learning and an innovative response: Cross-institutional collaborations for community-based research. *Teaching Sociology, 37*, 61-75. | 04/21-04/27  Discussion Board #11 |
| Session 14:  Final Paper |  | **04/28-05/04**  **Group Program Evaluation Paper** |
| Session 15:  Extra Credit |  | 05/05-05/12  Extra Credit week |

Appendix A: Rubric for Single-System Research Design (SSRD) Paper

Background:

In practice settings, social workers have a NASW ethical obligation to provide evidence-based services, which are designed to maximize the benefit to the client and minimize harm. As such, social workers want to evaluate their services/interventions to ensure that they are having the desired effect. For example, by administering the intervention of CBT, are you helping to reduce anxiety for your client, an Iraq War veteran? One common method for evaluating services is through a single-system research design. In this assignment, you are asked to simulate a clinical practice setting in which you will implement an intervention with a “client” and evaluate the effect of the intervention over time.

Instructions:

This is an individual assignment. By the fourth week of the semester, identify an individual or group of individuals with whom to implement a single-system intervention and evaluation. This may be any individual or group in your life, not necessarily people with whom you are working in a professional social work capacity. For example, it could be a friend, a partner, a parent, or client or family at your agency. During the course of the semester, implement an intervention with this individual or group to help change an identified behavior. This will involve identifying:

* The target goal as identified in the case plan.
* The behavior or behaviors the proposed intervention is attempting to change.
* The measure used to assess the change of the behavior.
* The means by which you will collect data about the change.

This will involve more than listing the answers to the above points. Analyze and synthesize the information. Evaluate the client’s situation and explain how the problem arose and why the chosen intervention is the best option at this time. Explain how the measure of the outcome is designed to accurately capture the desired information.

For example, your partner, who suffers from chronic pain, may want to reduce pain without a pharmaceutical intervention, or your friend may want to spend less money or your family may wants to eat more healthy meals. Design an intervention with this person or group. Perhaps your partner will start a yoga routine designed to increase circulation and hormonal balance, or your friend may budget to spend $100 a week at the grocery store. Perhaps your partner will measure pain daily on a self-administered scale of pain. Your friend may keep a spreadsheet identifying her weekly food costs.

In order to select the best intervention, you will also be asked to evaluate the literature around the target problem. What interventions exist that are empirically-supported to address this problem? Have their been studies showing that yoga reduces chronic pain? Does evidence show that counting what you spend helps to reduce overall spending? Provide evidence from refereed, academic journals.

Write a paper documenting the planned change and the results of the evaluation. **The paper should be no more than 10 pages, using APA format.**

Please submit the assignments using the Blackboard Assignment tab – SSRD Paper Topic, SSRD Draft or SSRD Final Paper. Save the documents using the following format:

Last name SSRD Paper Topic.doc

Last name SSRD Draft.doc

Last name SSRD Final Paper.doc

For example:

Jones SSRD.doc – final draft

Follow the outline listed below.

1. Introduction
   1. *Briefly - who is the case?*
   2. *Briefly - what is the problem?*
2. Statement of the problem
   1. *Describe the case (individual or group), e.g. age, gender, work, marital status, family, hobbies, skills, history, etc.*
   2. *What is the goal?*
   3. *What does he/she want to change?*
   4. *Why?*
3. Literature Review
   1. *What interventions have been done before?*
   2. *What measures have been used to assess change for this behavior?*
   3. *What about cultural competency – are certain interventions and measures more or less effective with specific groups, in particular in regards to your client?*
4. Research Question/Hypothesis
   1. *What are you trying to answer, e.g., does CBT reduce anxiety for a single-mother who is pursuing a graduate degree in social work while working full-time?*
   2. *What do you hypothesize if you implement X treatment plan, e.g., CBT will reduce anxiety for a single-mother who is pursuing a graduate degree in social work while working full-time?*
5. Methodology – be very specific in this section – detail exactly what you have done
   1. *What will you measure/what are the variables?*
   2. *How will you measure the variables?*
   3. *How/when will you collect the data?*
6. Results (10 pts.)
   1. *What did you find?*
   2. *To what extent did the intervention work?*
7. Discussion (15 pts.)
   1. *Why did the intervention work or not work?*
   2. *Limitations*
   3. *Recommendations for others*

Overall quality of the paper (10 pts.)

Appendix A: Assessments, descriptions of other information gathering devices, Excel time series chart (5 pts.)

Technical Components – APA, reference page, etc. (5 pts.)

|  |  |
| --- | --- |
| **Grading Rubric** |  |
| **Paper Component** | **Points** |
| Intro | 5 |
| Background | 15 |
| Literature Review | 15 |
| Research question/Hypothesis | 5 |
| Methods | 15 |
| Results | 10 |
| Discussion | 15 |
| Overall paper quality | 10 |
| Appendices | 5 |
| Technical components | 5 |

Appendix B: Rubric for Group Program Evaluation

Instructions:

The goal of this assignment is to learn the process of program evaluation through a service-learning project in which students work directly with a social service community organization to assess some aspect of the organization’s operations, which is of interest to the organization. **The program evaluation will be determined by the needs of the organization.** It may take the form of a needs assessment, a process evaluation, an outcomes evaluation, or another programmatic or managerial issue. Note that this assignment requires the groups to conduct an actual evaluation of the agency. This may involve using data that the agency has already collected, or you may have design and administer a survey or conduct focus groups or interviews.

Groups will prepare a written report of the program evaluation. The report will involve: (1) identifying the program evaluation problem; (2) describing the program and the organization’s history; (3) conducting a literature review to justify the evaluation and the problem; (4) identifying a method for conducting the program evaluation; (5) collecting and analyzing the data; (6) reporting the results; (7) interpreting the results; (8) exploring potential limitations of the evaluation and alternative strategies; and (9) discussing possible implications and recommendations for the program.

Please submit the assignments using the Blackboard Assignment tabs:

1. Topic – Program Evaluation topic
2. Class presentation – Program Evaluation presentation
3. Final report– Program Evaluation final report

Only one person in the group needs to submit each assignment. Save the documents using the following format for the name:

Last names of group members, PE topic/final report

For example:

Peterson, Smith, & Jones, PE topic.doc

Peterson, Smith, & Jones, PE final report.doc

Papers should be typed, double spaced, using 1-inch margins, 12 point Times New Roman font. Title and reference pages are required. Follow APA 6th Edition style guidelines.

Please follow the outline listed below to structure your paper and ensure that you are including all of the relevant information.

1. EXECUTIVE SUMMARY – ONE page, summarizing all aspects of the evaluation and concluding with recommendations for improving the program
2. Introductions and Background
   1. *Introduce the setting, briefly*
   2. *State the problem, briefly*
   3. *State the research questions, briefly*
3. Program Description
   1. *What are the program’s goal(s) and objective(s)?*
   2. *What is the theory behind the program?*
   3. *Whom does the program serve – what is the client base?*
   4. *What are the program activities?*
4. Literature Review
5. *What else has been done in terms of researching similar programs?*
6. *Where else has your methodology been used?*
7. *What can we learn from what others have done that will improve this evaluation?*
8. Research question/hypotheses
   1. *What are you trying to answer?*
   2. *What do you think will happen in the evaluation?*

*\*Most likely you will have a research question is your evaluation is exploratory or a needs assessment and a hypothesis if your evaluation is a pre-, quasi-, or experimental design*

1. Methodology
   1. *Sample*
   2. *Design*
   3. *Data collection*
   4. *Measurement*
   5. *Data analysis plan*
2. Results
3. *What did you find?*
4. *Were the hypotheses correct?*
5. *What is the answer to the research question?*
6. Discussion
7. *What do the results mean?*
8. *Why is the program working the way it is?*
9. *Are there potential limitations to the evaluation?*
10. *In the future, would you do anything differently?*
11. *Most importantly, what are the implications and recommendations (for the program directors and stakeholders) based on this evaluation?*

Overall quality of the paper

Appendix A: Survey forms, descriptions of other information gathering devices

Technical Components – APA, reference page, etc.

|  |  |
| --- | --- |
| **Grading Rubric** |  |
| **Paper Component** | **Points** |
| Executive Summary | 10 |
| Introduction and Background | 10 |
| Program Description | 10 |
| Literature Review | 15 |
| Research question/Hypothesis | 5 |
| Methods | 15 |
| Results | 10 |
| Discussion | 10 |
| Overall paper quality | 10 |
| Appendices | 5 |
| Technical components | 5 |

Appendix C: Rubric for Discussion Board Prompts

Discussion Board #1: Identify two ethical principles for program evaluation. Why are they important? Describe a situation in which you would have to apply these principles. How well would the ethical principles you have identified fit with Schweigert’s (2007) ethical framework for program evaluation?

Discussion Board #2: Larwin and Larwin (2008) conclude that the intervention of requiring the youth to earn her media time corresponded to an increase in physical activity. To what extent do you agree with their conclusion? Provide a specific rationale for your opinion, based on the elements of SSRD design that were taught this week.

Discussion Board #3: Both Hoe and Brekke (2009) and Nugent (2004) are assessing validity and reliability in their studies. Provide an example of when an instrument could be reliable but not valid. What is wrong with this situation?

How can an instrument be valid and reliable for one population but not another? How will Hoe and Brekke likely contribute to this question?

How could someone score differently on two instruments, purported to measure the same construct, e.g., depression, PTSD, self-efficacy? What would this mean about the instruments? What was Nugent trying to do in his study?

Discussion Board #4: In this week's readings, the authors describe needs assessments with two emerging populations - LGBTQ youth and aging adults. Why is a needs assessment particularly appropriate for emerging populations? Identify some specific methods that the authors employed to reach these populations and identify their needs.

Discussion Board #5: What was the research question or purpose of Abram & Linhort’s (2008) study and what type of research design did they use to answer the research question(s)?Do you think this was an appropriate design? Why or why not? If yes, provide examples of what they did to answer the question. If no, provide examples of what they should have done to answer the question.

Discussion Board #6: In the Carney & Buttell (2007) study, the authors employed a pre- post-test pre-experimental design. Why is it classified as a pre-experimental design and what are the attendant limitations with such a design? How could you strengthen the study? Describe a way to change the study such that it would have stronger internal validity.

Discussion Board #7: Provide an example of where you would use quantitative statistical analysis in a program evaluation. Why would this be appropriate and what sort of information would you glean from this analysis that could be of use to a community organization?

Discussion Board #8: Both O’Connell (2000) and Peterson et al. (2008) discuss the need for inclusive sampling strategies. How do the sampling strategy and the composition of the sampling affect the nature of the data collected and the resultant findings – consider issues of representation, bias, and accuracy?

Discussion Board #9: What do Slayton and Llosa (2005) mean when they critique the current emphasis on “scientifically-based research”? How do qualitative and quantitative research methods produce scientifically-based research? Compare and contrasts the different methods and difference sorts of information gleaned. Do you think that one should take precedence over the other? Why or why not?

Discussion Board #10: Reflect on your relationship with your community partner in the program evaluation over the course of the semester. To what degree has this been an equal exchange of knowledge and resources or has there been a power differential? Has the community partner benefited? If yes, how? If not, why not? How has your knowledge of program evaluation changed as you have worked on the project?

Appendix D: Rubric for Data Analysis Exercises

**1. Data Analysis Exercise #1 – Data Collection and Entry**

Data Collection Instructions:

Using the survey that we created in class, survey 10 individuals. Save each completed questionnaire as a separate document. Number each questionnaire, e.g., 1, 2, etc.

Next, create a data set in Excel following the instructions on the week’s PowerPoint. Submit the completed data set using the Blackboard Assignment tab – Data Analysis Exercise 1 – Data Collection and Entry. Please label the file using your last name and Data Set. For example:

Jones Data Set.xl.

**2. Data Analysis Exercise #2 – Univariate Statistics**

Submission Instructions:

For this assignment, turn in (1) the SPSS output and (2) the Word document where you have reported the results. Submit the assignment using the Blackboard Assignment tab – Data Analysis Exercise 2 – Descriptive Statistics. Save the documents using the following format:

Last name DA2.sav

Last name DA2.doc

For example:

Jones DA2.sav

Jones DA2.doc

Descriptive Statistics Instructions:

1. Identify the **continuous** variables in the output. Report the appropriate statistics for these variables, as specified on the Week Eight PowerPoint. Report the statistics following the example below. (20 points)

Continuous variable (income) example – Income of respondents ranged from $27,000 to $153,000 (*M* = $62,000, *s.d.* =$12,062.92).

2. Identify four **nominal** or **ordinal** variables in the output. Report the appropriate statistics for these variables, as specified on the Week Eight PowerPoint. Report the statistics following the example below. (40 points)

Nominal variable (political affiliation) example – Results indicated that 52% (146) of respondents were Republican, 40% (112) were White, and 8% (22) were Independent.

3. Do any of the variables shows a data entry error? If so, which one(s)? How do you know there is a data entry error? (10 points)

4. Based on your interpretation of the data, to which client population are respondents least likely to agree that social workers provide services? (10 points)

5. Based on your interpretation of the data, how would you describe respondents’ perception of social workers – fairly positive or less so? Why? Support your answer with the data. (10 points)

6. Describe the distributions of the continuous variables. Are they normal? Are either of the variables’ distributions skewed? (10 points)

**3. Data Analysis Exercise #3 – Bivariate Statistics**

Instructions:

Turn in (1) the SPSS output and (2) the Word document where you have reported the results. Submit all assignments electronically via Blackboard. Save the documents using the following format for the name:

Last name DA3.sav

Last name DA3.doc

For example:

Cronley DA3.sav

Cronley DA3.doc

Data Analysis #3 Instructions:

A. Chi-square: Based on the data set, develop a hypothesis about two categorical variables. Conduct a chi-square analysis to test this hypothesis. First, write out the hypothesis and alternative hypothesis. Then, describe the process you followed, and interpret your findings. Use the following example as a template:

H1: More women will report being having received services from a social worker compared to men.

H0: There will be no difference between men and women in whether they report ever having received services from a social worker.

**A chi-square test was run to test the hypothesis that more women reported being a Democrat versus men. Results indicated the data supported the hypothesis. A higher percentage of the women surveyed (XX%), compared to men (XX%), reported that they had seen a social worker at some point in their life. This difference was statistically significant (*χ2*(*df* = XX) = XX, *p* = XX).**

B. Group means: Based on the data set, develop a hypothesis about the relationship between on dichotomous independent variable and a continuous dependent variable. Conduct a t-test of independent means to test the hypothesis. First, write out the hypothesis and alternative hypothesis. Then, interpret your findings using the following template.

H1: Average income among women will be lower compared to the average income among women.

H0: There will be no mean difference in income between men and women.

**A t-test was run to test the hypothesis that women would report a lower mean income compared to men. Results supported the hypothesis. Average income among women was $XXXX less compared to their male peers (*M* = XX, *s.d.* = XX vs. *M* = XX, *s.d.* = XX). This difference was statistically significant (*t*(XX) = XX, *p* = XX).**

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean's decision, they may appeal it to the Dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962, b**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. 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 exits, which are the stairwells located at either end of the adjacent hallway. 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 handicapped individuals.

**O. 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. Undeclared students must see an advisor in the University Advising Center. 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/>).

**P. Americans with Disabilities Act:**

The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. 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 as they see fit in their courses, including (but not limited to) 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.

**S. 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>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*

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