

**SOCW 5313-020**  
**Research and Evaluation Methods in Social Work II**  
**Fall 2018**

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**Office Hours:** Thurs., 2-4 PM, or by appointment

**Section Information:** SOCW 5313

**Time and Place of Class Meetings:** Online, 8-weeks

**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, this course emphasizes an evidence-informed approach to social work practice and the delivery of human service program. 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 interventions 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:

<b>Practice Competency</b>	<b>Taught/Practiced</b>	<b>Assessed</b>
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* (6<sup>th</sup> Ed.). Boston, MA: Cengage Learning.

### Suggested Supplemental Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (3<sup>rd</sup> 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%)** Students will complete a total of six (6), 20-question quizzes online during the 8-week course. The quiz will cover information for that week's readings (textbooks and journal articles) and PowerPoint materials. You will have 120 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 120 minutes. Quizzes cannot be re-accessed once submitted. **I drop the lowest quiz grade. All quizzes, excluding Quiz 1, will open up at 12 AM CT on Mondays and close at 11:59 PM CT on Sundays.** (Student Learning Outcomes 1-8)
2. **Written Assignments (55%, 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. **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. All data analysis exercises will be due at 11:59 PM CT on Sundays. (Student Learning Outcomes 7)
4. **Blackboard Discussion Boards (10%):** You will be asked to participate in five (5) online discussion boards. Two of these discussion board responses will be group postings based on your program evaluation groups. 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. All discussion boards, other the first discussion board, will open up at 12 AM CT on Mondays and close at 11:59 PM CT on Sundays. (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:** As an online course, physical attendance is not relevant to course performance. However, as the instructor of this graduate-level course, I expect complete participation in all reading and written assignments, as well as regular attendance at the Blackboard site to read communications and follow the course outline.

#### **IV. Grading:**

##### Grade Itemization:

Single Subject Research Design Paper	25%
Group Program Evaluation Paper	25%
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

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**

#### **Topics:**

- Course Introductions
- Overview of Program Evaluation
- Ethical and Cultural Issues in Program Evaluation

#### **Readings:**

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

#### **Due by Sun. Aug. 26, @ 11:59 PM CT:**

- Quiz 1
- Discussion Board 1: *Welcome and share with us: 1) why you're pursuing a graduate degree in social work, and 2) one interesting thing about yourself.*

### **Learning Module 2**

#### **Topics:**

- Single-System Research Designs
- Conceptualization and Measurement

#### **Readings:**

- Royse et al. Ch. 6: Single System Research Designs
- Royse et al. Ch. 11: Measurement Tools and Strategies
- Royse et al. Ch. 12: Selecting the Best Evaluation Measure for Your Project
- 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.
- 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 Sun. Sept. 2, @ 11:59 PM CT:**

- Quiz 2
- Discussion Board 2: *What is your SSRD paper topic?*

### **Learning Module 3**

#### **Topics:**

- Needs Assessments
- Formative and Process Evaluations
- Introduction to Data Analysis

#### **Readings:**

- Royse Ch. 3: Needs Assessment
- Royse et al. Ch. 5: What Are Formative and Process Evaluations?
- Royse et al. Ch. 7: Client Satisfaction Surveys
- 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.
- OPTIONAL: 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.
- OPTIONAL: 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 by Sun. Sept. 9, @ 11:59 PM CT:**

- Quiz 3
- Discussion Board 3: *What is your program evaluation group's evaluation question?*
- Data Analysis #1

### **Learning Module 4**

#### **Topics:**

- Data Analysis for Program Evaluation

#### **Readings:**

No assigned readings

#### **Due by Sun. Sept. 16, @ 11:59 PM CT:**

- Quiz 4
- Discussion Board 4 (GROUP POST): *What type of program evaluation will your group be conducting – a needs assessment, process evaluation, client satisfaction, or outcomes evaluation? What data will you collect to answer the evaluation question? Who will be the sample?*
- Data Analysis #2

### **Learning Module 5 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 by Sun. Sept. 23, @ 11:59 PM CT:**

- SSRD Final Paper

### **Learning Module 6**

#### **Topics:**

- Sampling
- Bivariate Statistics
  - T-tests
  - Chi-square

#### **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 by Sun. Sept. 30, @ 11:59 PM CT:**

- Quiz 5
- Discussion Board 5 (GROUP POST): *Read the quote about research. Fill in the blanks related to this quote.*
- Data Analysis #3

### **Learning Module 7**

#### **Topics:**

- Qualitative and Mixed Method Approaches to Program Evaluation
- Politics of Program Evaluation
- Disseminating Findings

#### **Readings:**

- Royse et al. Ch. 4: Qualitative and Mixed Methods in Evaluation
- 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.
- 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 by Sun., Oct. 7, @ 11:59 PM CT:**

- Quiz 6

### **Learning Module 8**

#### **Topics:**



Finalizing program evaluation final report

**Due by Sun., Oct. 14, @ 11:59 PM CT:**

- 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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS):** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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>.

**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](mailto:resources@uta.edu) for more information and appropriate referrals. You can also visit the website, [www.uta.edu/resources](http://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](mailto: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/](http://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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- nonprofit human service organizations. *Journal of Social Work Practice*, 13(6), 505-522.
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- 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.