

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2012-2013  
SW 650: NEEDS ASSESSMENT AND PROGRAM EVALUATION**

*This document does not constitute a contract with the University. It contains guidelines only.*

**Academic Term and Year:** Fall 2012-2013

**Course Prefix and Number:** SW 650

**Course Title:** Needs Assessment and Program Evaluation

**Days, Time and Location of class:** Monday, 6:00-8:40;  
William Sutton Administration Building #231

**Professor:** Mohammad Rafiqul Hoque, Ph.D.

**Office Location:** Social Work Suite # 213,  
William Sutton Administration Building

**Office Hours:** Tuesday: 9:00 a.m. to 12:00 noon,  
5:30 p.m. to 6:00 p.m.;  
Wednesday: 1:00 p.m. to 4:00 p.m.,  
5:30 p.m. to 6:00 p.m.;  
Thursday: 9:00 a.m. to 12:00 noon &  
Other times by appointment only

**Office Phone Number:** (662) 254-3371

**Main Office Number** (662) 254-3365

**Email Address:** mhoque@mvsu.edu

**Prerequisite:** Completion of all MSW Foundation Courses

**Required Technology Skills:**

Students in this class are expected to be efficient in the use of computers and the internet.

**CATALOG COURSE DESCRIPTION**

Enhancement of knowledge and skills in qualitative and quantitative research methods with a focus on the applications of methods in conducting needs assessments and outcome evaluations.

## **COURSE DESCRIPTION**

This course builds upon previous research and practice coursework. Social and behavioral research and evaluation is an integral part of advanced social work practice at the micro, mezzo, and macro levels. It strengthens MSW students' knowledge and skills in conducting research towards administering effective programs and practices. It includes both formative and summative program evaluation as well as single system practice evaluations. This course provides students an opportunity to apply their knowledge and skills in qualitative and/or quantitative research methods in the practice of social work to conduct needs assessment and program evaluations in their own contexts. It also requires students to see the logical connections among the problems/needs and effective interventions. In this course, students learn about the important elements of a social welfare program's logic model – problems, causes, needs, mission, goals, objectives, and activities of the program. While the course emphasizes evidence based social work practice, it covers practices in micro, mezzo and macro settings. It also examines monitoring systems in different social service agencies to emphasize continuous assessments of appropriate process and outcome variables, especially in Mississippi. In underscoring professional ethical standards for conducting evaluations in social work, it also examines everyday politics in research.

## **DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

## **PROGRAM GOALS**

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

## **COMPETENCIES**

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.

2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. Utilize appropriate practice interventions within a rural setting.

**EXPECTED CORE COMPETENCIES AND PRACTICE BEHAVIORS**

**After completion of the course students are expected to demonstrate the following core competencies and practice behaviors:**

Core Competencies	Practice Behaviors	Assessment of Practice Behavior
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly	<i>2.1.1(a) Students advocate for client access to the services of social work</i>	Research Paper & Class Discussion
2.1.1b	<i>2.1.1(b) Students function within clearly-defined professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self</i>	
2.1.1c	<i>2.1.1(c) Students identify opportunities for social work involvement in identifying and responding to the needs of children and families with particular emphasis on rural environments</i>	Research Paper & Class Discussion
2.1.1d	<i>2.1.1(d) Students demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting</i>	Research Paper & Class Discussion
Educational Policy 2.1.2—Apply social work ethical principles to guide professional	<i>2.1.2(a) Students integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families</i>	

practice		
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments	<i>2.1.3(a) Students evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families</i>	Research Paper & Class Discussion
2.1.3c	<i>2.1.3(c) Students communicate effectively, in oral and written form, with diverse clients and with other professionals</i>	Research Paper & Class Discussion
Educational Policy 2.1.4—Engage diversity and difference in practice	<i>2.1.4(b) Students accurately identify and assess issues among diverse client populations in a rural environment</i>	Class Discussion
Educational Policy 2.1.5—Advance human rights and social and economic justice	<i>2.1.5(b) Students advocate for vulnerable populations, especially those who suffer from the impact of racial, economic and social oppression, and inequality</i>	Research Paper & Class Discussion
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research	<i>2.1.6(a) Students critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis.</i>	Research Paper & Class Discussion
2.1.6b	<i>2.1.6(b) Students apply research knowledge to critical discussions on best practices for children and families</i>	Research Paper & Class Discussion
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment	<i>2.1.7(b) Students apply appropriate theories, models, and research to diverse client systems and circumstances</i>	Research Paper & Class Discussion
Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<i>2.1.8(a) Students demonstrate the ability to effectively develop a budget, manage administrative processes, and engage in program planning and development (including grant and proposal writing) in child and family welfare organizations</i>	Research Paper & Class Discussion
Educational Policy 2.1.9—Respond to contexts that shape practice	<i>2.1.9(a) Students effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families</i>	Research Paper & Class Discussion
Educational Policy 2.1.10(d)—Evaluate with individuals, families, groups, organizations, and communities	<i>Educational Policy 2.1.10(d)1—Evaluation Students critically analyze, monitor, and evaluate interventions</i>	Research Paper & Class Discussion

2.1.11. Utilize appropriate practice interventions within a rural setting	<i>2.1.11(a) Students utilize advanced social work knowledge, value and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting</i>	Research Paper & Class Discussion
	<i>2.1.11(b) Students utilize local resources in rural settings in order to effectively empower children and families to enhance their capacities</i>	Research Paper & Class Discussion

## COURSE REQUIREMENTS

### Required Textbooks:

Grinnell, Richard M. Jr., Gabor, Peter A. and Unrau, Yvonne A. (2010) Program Evaluation for Social Workers, Oxford University Press.

Dudley, James R. (2009) Social Work Evaluation: Enhancing What We Do. Lyceum Books.

Center for Substance Abuse Prevention. Evaluation for the Unevaluated: Program Evaluation 101. Retrieved on August 24, 2009 from [http://pathwayscourses.samhsa.gov/eval101/eval101\\_toc.htm](http://pathwayscourses.samhsa.gov/eval101/eval101_toc.htm)

Center for Substance Abuse Prevention. Evaluation for the Unevaluated: Program Evaluation 102. Retrieved on August 24, 2009 from [http://pathwayscourses.samhsa.gov/eval102/eval102\\_toc.htm](http://pathwayscourses.samhsa.gov/eval102/eval102_toc.htm)

### Supplementary Materials:

Kellogg Foundation, W.K. (2008). **Evaluation Handbook**. Retrieved August 25, 2008, from <http://www.wkkf.org/pubs/tools/evaluation/Pub770.pdf>

Krueger, R.A. (2009). Evaluation. Retrieved on August 23, 2009 from <http://www.tc.umn.edu/~rkrueger/evaluation.html>

### Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class in a timely fashion.

### Cheating and plagiarism policy:

When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a score of "0" or a grade of "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty including dismissal from the University. In the event the student does not admit to the

charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

### **Make-up Examination Policy:**

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

### **Teaching/Learning Strategies:**

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: assigned readings and assigned individual or group tasks. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to participate in class discussions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

### **Required Readings**

It is essential that students complete the reading assignments prior to the class session. The class will use much of the time discussing and clarifying the materials in reading assignments.

### **Writing Style**

All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style.

Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit <http://www.apastyle.org/manual/index.aspx> or <http://owl.english.purdue.edu/owl/resource/560/01/>

References in all assignments should be formatted in APA style.

### **Submission of Assignments**

Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order and stapled together with a title page (No envelopes! Make sure that the fastener holds everything together while reading these).

### **Required Tasks/Activities:**

Completion of this course requires students to conduct, alone or in a group of two or three, an empirical research **on their own**. Students should plan the study, collect their data, analyze the data and write the report. It could be a needs assessment or a program evaluation or a basic research. The assignment requires a written report of major elements

of their own study, with appropriate citations (in-text) and references (at the end). The drafts of this paper should be submitted for instructor's comments in three cumulative parts: I, II and III. At the time of submitting drafts of later parts, earlier part/parts must be finalized in the light of comments on respective drafts. The drafts and final paper must be formatted with bold elements outlined below as headings and subheadings. If necessary, add appropriate additional subheadings. Everything must be under an appropriate heading or subheading. References should be included in all drafts and final paper. All reports, drafts and final, must include appropriate cover page. The part # of the assignment should be clearly written on the cover page.

### **Part I (Due on September 17, 2012)**

1. **Background and Significance** of the study: This section must link a problem or issue to the profession of social work and identify a gap in current knowledge base at specific variable level, and discuss the mechanisms how the new knowledge would facilitate tackling that problem more effectively.
2. **Specific Objectives** or specific questions it attempts to answer or specific hypotheses it attempts to test in order to fill the knowledge gap. These objectives or questions must be at specific variable level.

#### **References**

### **Part II (Due on October 15, 2012)**

1. **Background and Significance** of the study
2. **Specific Objectives**
3. **Methods of the study:**
  - 3.1. **The list of major variables**
  - 3.2. **Operationalization or Measurement procedure (including the instrument) for each non-demographic variable**
  - 3.3. **Sampling procedures**
  - 3.4. **Data collection procedures, including the questionnaire**
  - 3.5. **Research design**
  - 3.6. **Data Analysis procedures**

#### **References**

### **Part III (Due on November 5, 2012)**

1. **Background and Significance** of the study
2. **Specific Objectives**
3. **Methods of the study:**
  - 3.1. **The list of major variables**
  - 3.2. **Operationalization or Measurement procedure (including the instrument) for each non-demographic variable**
  - 3.3. **Sampling procedures**
  - 3.4. **Data collection procedures, including the questionnaire**
  - 3.5. **Research design**
  - 3.6. **Data Analysis procedures**
4. **Findings:** This section must discuss the data researcher has collected through his/her own research on each specific objective or question. It must include specific statistics (Frequencies, Mean, Correlation Coefficient, t-value,  $X^2$ , or F) on each objective. This section must have sub-sections and subheadings appropriate to the corresponding research objectives or questions.

5. **Conclusions:** This section must discuss broad understanding about new knowledge on each objective based on findings and methods, but should not have any statistics.
6. **Implications:** Discuss how the conclusions and the new knowledge gained from this research could be used to improve micro, mezzo or macro social work practice, social welfare policy, future research and social work education.

**References**

**Final report is due on November 26, 2012** (100 points)

With final report **please attach a copy of the previous drafts that have instructor’s comments. The Turnitin-report (This report identifies plagiarisms) may be required before the submission of the final report.**

<b>Rubric or Criteria for Evaluating the Research Paper</b>					
Criteria	Points	Scale			
		1. Student exhibits a level of little achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1. Selects a research problem or question relevant to social work practice	4	Not related to SW	Related to SW, but no discussion	Related to SW. It discusses the SW’s problems and benefits but logical flow is missing	Related to SW. It discusses the SW’s problems and benefits logically and correctly
2. Writes the importance or makes arguments or justifies the research problem or research topic	4	Not related to SW	Related to SW, but no discussion	Related to SW. It discusses the SW’s problems and benefits but logical flow is missing	Related to SW. It discusses the SW’s problems and benefits logically and effectively
3. Identifies a gap in the current available knowledge related to the research question	4	Does not discuss current levels of knowledge	Discusses some literature	Discusses one or two literature but no citation or references	Discusses some literature with citations and references
4. Specifies research questions or objectives that have the potential to fill the identified gap in knowledge	4	Does not discuss current levels of knowledge	Discusses some literature	Discusses one or two literature but no citation or references	Discusses some literature with citations and references
5. Writes the research objectives or research questions clearly specifically at variable level	4	Questions or objectives are at abstract or broad goal level	One question or objective is written at specific variable level	Two or more questions or objectives is written at specific variable level	Questions or objectives are written at specific variable level
6. Selects variables that flow from the problem statement, research objectives or	4	Variables are not relevant for the gap in knowledge	At least one variable has no cited literature	Variables are related to the identified gap in knowledge, but no literature was	Variables flow from stated literature on the gap in knowledge

research questions				cited	
7. Demonstrates the knowledge of variable measurement procedures	4	Variables are measurable but has not been discussed how these are done	Measurements of most non-demographic variables have not been discussed	Measurements of most non-demographic variables have been discussed	Measurements of major variables have been adequately discussed
8. Demonstrates the knowledge of qualitative/quantitative data collection procedures	4	Discusses the data collection procedure with five or more incorrect terms	Discusses the sampling procedure with three or four incorrect terms	Discusses the sampling procedure with one or two incorrect terms	Discusses the sampling procedure with correct terms
9. Demonstrates the knowledge of sampling procedures	4	Does not discuss the sampling procedures	Discusses the sampling procedure with three or more incorrect terms	Discusses the sampling procedure with one or two incorrect terms	Discusses the sampling procedure with correct terms
10. Demonstrates the knowledge of elementary statistics or other data analysis procedures	4	Findings are mere conclusions without any statistics	Findings include appropriate statistics in one or two instances	Findings include appropriate statistics in most instances	Findings include appropriate statistics in all instances
11. Demonstrates the knowledge of research design and threats to internal validity and selects appropriate research design for the stated purpose of the study	8	Does not discuss research design	Does not discuss the arguments for a design but name it correctly	Discusses the arguments for an appropriate research design but does not name it correctly	Discusses research design correctly and argue for it appropriately
12. Findings or results section address research objectives or questions appropriately	4	Findings are not written under appropriate headings and subheadings appropriate for specific objectives	Some findings are written under appropriate headings and subheadings appropriate for each objective	Most findings are written under appropriate headings and subheadings appropriate for each objective	Findings are written under appropriate headings and subheadings appropriate for each objective
13. Conclusions are on research objectives or research questions	4	Conclusions are not related to research objectives or research questions	Majority of conclusions are not related to research objectives or research questions	One or two conclusions are not related to research objectives or research questions	Conclusions are related to research objectives or research questions
14. Methods and findings justify conclusions	4	Methods and findings do not justify conclusions	Findings justify conclusions but methods have not been considered	Findings justify conclusions and some methodological issues have been	Conclusions are based on findings and relative strengths of methods also

				considered	
15. Implications/ Recommendations are based on conclusions only	4	Recommendations are not based on specific conclusions	Minority of recommendations are based on specific conclusions	Majority of recommendations are based on specific conclusions	ALL recommendations are based on specific conclusions
16. Implications cover social work practice, policy, research and education	4	Recommendations are not for SW practice	Recommendations are for only one level of SW practice	Recommendations are for more than one level of SW practice	Recommendations are for more than two levels of SW practice
17. Implications cover social justice	4	Recommendations do not cover social justice issues	Recommendations cover social justice issues but do not argue	Recommendations cover social justice issues but do not argue appropriately	Recommendations cover social justice issues and argue appropriately
17. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
18. Format and physical appearances meet professional standards	4	Unfastened and no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
19. Assertions with proper documentation	4	More than five factual claims lack citations	Three or four factual claims lack citations	One or two factual claims lack citations	Factual claims have in-text citations
20. Correct Citations (APA style)	4	More than five in-text citations for factual claims are not in APA style	Three or four in-text citations for factual claims are not in APA style	One or two in-text citations for factual claims are not in APA style	In-text citations for factual claims are in APA style
21. References covers citations	4	More than five references at the end are not in APA style or citations are left uncovered	Three or four references at the end are not in APA style or citations are left uncovered	One or two references at the end are not in APA style or citations are left uncovered	References at the end are in APA style and cover citations
22. Protection of research subjects have been ensured or considered	4	Did not consider any steps	Considered some steps	Considered appropriate steps	Took appropriate steps
23. Documentations of draft submissions	4	No documentation of submission of drafts	There are attempts of appropriate corrective responses to comments on drafts	Much improved paper as a result of appropriate corrective responses to comments on drafts	Significantly improved paper as a result of appropriate corrective responses to comments on drafts
Total	100				

**Evaluation Procedures:**

Students will be evaluated on the basis of class participation, assignments, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Student evaluation will have the following components with the corresponding points:

- |                         |              |
|-------------------------|--------------|
| 1. Mid-term Examination | = 100 points |
| 2. Final Examination    | = 100 points |
| 3. Research Paper       | =100 points  |
| 4. Class Participation  | = 50 points  |
| 5. Quizzes              | = 50 points  |

Total	400 points
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**Performance Standards:**

The final letter grade for each student will be determined on the basis of **all of the above components or the last five components** using the following scale, though **students must score at least 60% in the final test to get a passing grade:**

- |           |     |
|-----------|-----|
| 90-100%   | = A |
| 80-89%    | = B |
| 70-79%    | = C |
| 60-69%    | = D |
| Below 60% | = F |

**SPECIAL NEED POLICY (Americans With Disabilities Act)**

Students who believe that they may need special accommodations in this class are encouraged to contact the Americans with Disabilities Act (ADA) Coordinator at 662-254-3446. They should also inform the instructor at the beginning of the course.

**COURSE ACTIVITIES**

Week	Contents	Reading Assignments:
<b>Week One</b>	<b>Review of Course outlines</b>  <b>1. Introduction to Program Evaluation</b> A. Need for Evaluation and Evidence-Based Practice B. Types of Program Evaluation: Formative Evaluation and Summative Evaluation; Needs Assessment, Process Evaluation, Outcome Evaluation and Efficiency Evaluation	SW650 course outlines Text by Grinnell, Gabor & Unrau, Chapter 1 and 2 Text by Dudley, Chapter 4 Center for Substance Abuse Prevention. Evaluation for the Unevaluated: Program Evaluation 101. Retrieved on August 24, 2009 from <a href="http://pathwayscourses.samhsa.gov/eval101/eval101_toc.htm">http://pathwayscourses.samhsa.gov/eval101/eval101_toc.htm</a>  Center for Substance Abuse Prevention. Evaluation for the Unevaluated: Program

		<p>Evaluation 102. Retrieved on August 24, 2009 from  <a href="http://pathwayscourses.samhsa.gov/eval102/eval102_toc.htm">http://pathwayscourses.samhsa.gov/eval102/eval102_toc.htm</a></p> <p>Slonim-Nevo, Vered; &amp; Anson, Yonatan. (1998) Evaluating practice: Does it improve treatment outcome? <i>Social Work Research</i>, Vol. 22 (2): 66-74.</p>
<b>Week Two</b>	<p><b>2. Designing Evidence-Based Programs</b></p> <p>A. Program Goals  B. Program Objectives – Indicators to measure program objectives  C. Practice Objectives  D. Practice Activities  E. Program Logic Models</p>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 3  Text by Dudley, Chapter 7  Krueger, R.A. (2009). Logic Model. Retrieved on August 23, 2009 from  <a href="http://www.tc.umn.edu/~rkrueger/evaluation_lm.html">http://www.tc.umn.edu/~rkrueger/evaluation_lm.html</a></p> <p>Gould, N. (2010). Integrating Qualitative Evidence in Practice Guideline Development: Meeting the Challenge of Evidence-based Practice for Social Work. <i>Qualitative Social Work</i>, 9(1), 93-109. doi:10.1177/1473325009355623</p>
<b>Week Three</b>	<p><b>3. Measuring Objectives: Instruments and Strategies</b></p>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 9</p>
<b>Week Four</b>	<p><b>4. Preparing for an Evaluation</b></p> <p>A. Understanding a Program’s Scope  B. Planning an Evaluation  C. Asking Evaluation Questions  i. Focusing Evaluation Questions  ii. Fitting Evaluation Questions into Time Frames  D. Constructing Concept Maps  i. Concept Map as Communication Tools  ii. Concept Map as Planning</p>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 4  Text by Dudley, Chapter 5</p>

	<p>Tools</p> <p>E. Reviewing the Literature – Learning from Others</p> <p>F. Developing Evaluation Schedule</p> <p>i. Assigning Tasks</p> <p>ii. Defining Roles</p> <p>iii. Establishing Timelines</p> <p>G. Producing Documentation</p> <p>H. Identifying Data Needs</p>	
<b>Week Five</b>	<b>5. Needs Assessment</b>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 5</p> <p>Text by Dudley, Chapter 6</p> <p>Krueger, R.A. (2009). Needs Assessment. Retrieved on August 23, 2009 from <a href="http://www.tc.umn.edu/~rkrueger/evaluation_na.html">http://www.tc.umn.edu/~rkrueger/evaluation_na.html</a></p> <p>Buckelew, S., Pierrie, H., &amp; Chabra, A. (2006, May). What Fathers Need: A Countywide Assessment of the Needs of Fathers of Young Children. <i>Maternal &amp; Child Health Journal, 10</i>(3), 285-291. Retrieved December 11, 2007, from Academic Search Premier database.</p>
<b>Week Six</b>	<b>6. Program Process Evaluation</b>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 6</p> <p>Text by Dudley, Chapter 8</p> <p>Law, B. F., &amp; Shek, D. L. (2011). Process Evaluation of a Positive Youth Development Program: Project P.A.T.H.S. <i>Research On Social Work Practice, 21</i>(5), 539-548.</p>
<b>Week Seven</b>	<b>7. Outcome Evaluation</b>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 7</p> <p>Text by Dudley, Chapter 9</p> <p>Fraser, M. W., Guo, S., Ellis, A. R., Thompson, A. M., Wike, T. L., &amp; Li, J. (2011). Outcome Studies of Social, Behavioral, and Educational Interventions: Emerging Issues and Challenges. <i>Research On Social Work</i></p>

		<p><i>Practice</i>, 21(6), 619-635.</p> <p>Poertner, J., Moore, T., &amp; McDonald, T. P. (2008). Managing for Outcomes: The Selection of Sets of Outcome Measures. <i>Administration In Social Work</i>, 32(4), 5-22. doi:10.1080/03643100802293808</p> <p>Bourguignon, F. (2010). Toward an evaluation of evaluation methods: a commentary on the experimental approach in the fields of employment, work, and professional training. <i>Journal Of Development Effectiveness</i>, 2(3), 310-319. doi:10.1080/19439342.2010.505774</p> <p>Carpenter, J. (2011). Evaluating Social Work Education: A Review of Outcomes, Measures, Research Designs and Practicalities. <i>Social Work Education</i>, 30(2), 122-140. doi:10.1080/02615479.2011.540375</p>
<b>Week Eight</b>	Mid-term Examination	
<b>Week Nine</b>	<b>8. Efficiency Evaluation</b>	<p>Text by Grinnell, Gabor &amp; Unrau, Chapter 8</p> <p>McNutt, J. (2011). Is Social Work Advocacy Worth the Cost? Issues and Barriers to an Economic Analysis of Social Work Political Practice. <i>Research On Social Work Practice</i>, 21(4), 397-403.</p>
<b>Week Ten</b>	<b>9. Ethical Issues in Program Evaluation</b>	Text by Dudley, Chapter 3

		Holosko, M. J., Thyer, B. A., & Danner, J. (2009). Ethical Guidelines for Designing and Conducting Evaluations of Social Work Practice. <i>Journal Of Evidence-Based Social Work, 6</i> (4), 348-360. doi:10.1080/15433710903126778
<b>Week Eleven</b>	<b>10. Data Collection Methods</b>	Text by Grinnell, Gabor & Unrau, Chapter 10
<b>Week Twelve</b>	<b>11. Developing a Data Information System and Using Graphics to Report Data</b>	Text by Grinnell, Gabor & Unrau, Chapters 11 and 12
<b>Week Thirteen</b>	<b>12. Qualitative Methods in Evaluation</b>	Text by Grinnell, Gabor & Unrau, Chapter 13  Thyer, B. A. (2012). The scientific value of qualitative research for social work. <i>Qualitative Social Work, 11</i> (2), 115-125. doi:10.1177/1473325011433928  Mali, J. (2011). An example of qualitative research in social work with older people: the history of social work in old people's homes in Slovenia. <i>Collegium Antropologicum, 35</i> (3), 657-664.  Houston, S., & Mullan-Jensen, C. (2012). Towards depth and width in Qualitative Social Work: Aligning interpretative phenomenological analysis with the theory of social domains. <i>Qualitative Social Work, 11</i> (3), 266-281. doi:10.1177/1473325011400484
<b>Week Fourteen</b>	<b>13. Practice Evaluation and Program Evaluation: Single System Research and Group Research Designs</b>	Text by Dudley, Chapter 9  Holosko, M. J. (2010). What Types of Designs Are We Using in Social Work Research and Evaluation?. <i>Research On Social Work</i>

		<p><i>Practice</i>, 20(6), 665-673.</p> <p>Baker, L. R., Stephens, F., &amp; Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing?. <i>Journal Of Human Behavior In The Social Environment</i>, 20(8), 963-973. doi:10.1080/15433714.2010.498669</p>
<b>Week Fifteen</b>	<b>14. Writing Evaluation Reports, and Journal Articles</b>	<p>Text by Dudley, Chapter 11</p> <p>Szuchman, Lenore T.(2010). Writing with Style: APA style for Social Work. California: Brooks/Cole.</p>
<b>Week Sixteen</b>	<b>Final Examination (Covering everything studied for the course)</b>	

### **Recommended Additional Readings**

Baker, L. R., & Ritchey, F. J. (2009). Assessing Practitioner's Knowledge of Evaluation: Initial Psychometrics of the Practice Evaluation Knowledge Scale. *Journal Of Evidence-Based Social Work*, 6(4), 376-389. doi:10.1080/15433710902911097

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- Carpenter, J. (2011). Evaluating Social Work Education: A Review of Outcomes, Measures, Research Designs and Practicalities. *Social Work Education*, 30(2), 122-140. doi:10.1080/02615479.2011.540375
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- Lu, Y., Ain, E., Chamorro, C., Chang, C., Feng, J., Fong, R., & ... Yu, M. (2011). A New Methodology for Assessing Social Work Practice: The Adaptation of the Objective Structured Clinical Evaluation (SW-OSCE). *Social Work Education, 30*(2), 170-185. doi:10.1080/02615479.2011.540385
- MacIntyre, G., Green Lister, P., Orme, J., Crisp, B. R., Manthorpe, J., Hussein, S., & ... Sharpe, E. (2011). Using Vignettes to Evaluate the Outcomes of Student Learning: Data From the Evaluation of the New Social Work Degree in England. *Social Work Education, 30*(2), 207-222. doi:10.1080/02615479.2011.540397
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