

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
COURSE OUTLINE**

**19:910:595**

**Evaluation of Social Work Practice and Programs**

**Instructor:**

**Office hours:**

**Telephone:**

**Email:**

**I. Catalog Course Description**

Quantitative and qualitative evaluation of agency programs and individual practice. Participation in hands-on individual and/or small-group research projects to experience all phases of the research process.

**II. Course Overview**

This course, building on the content of Research I, is designed to enable students to apply the methods of social research to the evaluation of social work macro and micro practice (including individual practice) and programs. Students are expected to become familiar with issues related to the design, monitoring, and assessment of social work programs and interventions, using both quantitative and qualitative methods. Through assignments, readings, and class exercises, the course provides a more in-depth preparation for the three research roles of 1) evaluator of practice, 2) evaluator of programs, and 3) producer of research.

**III. Place of Course in Program**

This course is the second of two research courses, required of all students. Pre-requisite is satisfactory completion of the Professional Foundation Year. This course is part of the Advanced Year Curriculum.

**IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with*

*individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

Building on Research I, this course will assist students in developing the following competencies:

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Single System Research Design Project, has been designed to assess your attainment of these competencies.

**V. Course Level Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

1. Use one's practice experience and research literature to critically analyze the strengths and limitations of practice interventions.
2. Select and use appropriate methods for evaluation of outcomes.
3. Apply critical thinking to the analysis and interpretation of evaluation data.
4. Translate and present evaluation data to various stakeholders/audiences.

**VI. School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## **VII. Required Texts and Readings**

Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning.

Students also are expected to read other works from a selection of books and journals. Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course.

To find your readings: Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For more information regarding the Rutgers University Library “Reading List:”

[https://rutgers.mediaspace.kaltura.com/media/Reading+List+video+%28120819%29/1\\_1gvyn3h3](https://rutgers.mediaspace.kaltura.com/media/Reading+List+video+%28120819%29/1_1gvyn3h3)

### **Other Materials and Resources:**

**JASP.** This is a simple free stat program that you will use for statistical analysis of your evaluation data. There are versions available for both PCs and Macs. You can download it at: <https://jasp-stats.org/>

**Human Services of Southern New Jersey (HSSNJ):** a virtual agency that may be used for your program evaluation assignment if you do not have an agency to use. It has data from programs that can be used for analysis. The site can be found at: <http://humanservicesnj.weebly.com>

### **Recommended:**

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.) Washington, DC: American Psychological Association.

Rubin, A. (2013). *Statistics for Evidence-Based Practice and Evaluation* (3<sup>rd</sup> ed.) Belmont, CA: Thomson Brooks/Cole

Weinbach, R.W. & Grinnell, R.M. (2015). *Statistics for Social Workers* (9<sup>th</sup> ed.) Boston: Pearson Education, Inc.

### **VIII. Course Attendance and Participation Policies**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences from class may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

#### **Zoom camera policy (for synchronous classes only)**

In order to promote interactive learning, engagement, and community building, we expect students enrolled in synchronous remote classes (i.e., 'Zoom') courses to turn their cameras on for the duration of class. RU SSW also expects: 1) students should be in as private and distraction free environment as possible in order to support focused learning; and 2) students should not be engaged in other activities during class (driving, at work, etc.). If you are unable to turn your camera on for a particular week, please communicate let me know before class.

Faculty/Instructors: please add your cell phone/laptop policies here if you have them.

### **IX. Diversity and Inclusion Statement**

RU SSW seeks to create an inclusive learning environment where diversity, individual differences and identities (including but not limited to race, gender-identity and expression, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns regarding this statement.

### **X. Reaching Out and Student Success and Well-Being**

Graduate School is challenging no matter what and this has been a particularly challenging time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the Office of Student Affairs and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at <https://socialwork.rutgers.edu/current-students/office-student-affairs>.

## **XI. Assignments and Grading**

### **Specific Assignments**

1. **Course Exercises:** will be based on assigned readings, and lectures. They entail aspects of evaluation as well as practice using *JASP*.
2. **IRB Case:** You will read and analyze an *IRB Case* by taking a short quiz to demonstrate knowledge of ethical issues in social work research.
3. **Written Assignments:** There will be **two graded, written assignments** to be completed during the semester.
  - a. For the **first assignment**, students will be asked to complete a single-system evaluation project.
  - b. The **second assignment** will require students to conduct a program level evaluation as part of a group or individually. Specific guidelines for these assignments will be distributed by the instructor.

All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association (7<sup>th</sup> Edition)*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar will be considered in grading.

4. **Two short quizzes** will be given during the semester based on readings and lectures.
5. A *short (10-15 min.) presentation* based on your final paper.

**SSW MSW Grading Scale:** Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

\*Scores to be rounded up at .5

### **Criteria for Grading**

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. Satisfactory participation in discussions and exercises.

## Grading for this Course

- Participation and self-assessment 10%\*
- Completion of exercises 10%
- IRB case 10%
- Two short quizzes (10% each) 20%
- Single-system research paper 20% \*\*
- Program evaluation paper 20% \*\*
- Presentation 10%

*\*No credit will be given for late discussions.*

*\*\*Please note that Canvas uses Turnitin, an internet plagiarism detection service that checks student papers. Its findings may negatively affect your grade.*

## XII. Academic Resources

### Library Research Assistance

**Dr. Julia Maxwell** is the social work librarian on the New Brunswick Campus  
[jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu)

**Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu)

**Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu).

They are all available to meet with students.

### Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

**All MSW SSW students:** New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center.  
<https://rlc.rutgers.edu/student-services/writing-tutoring> Online tutoring is available.

### Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available. <http://www.ncas.rutgers.edu/writingcenter>

### Additional Online Resources

#### *APA Style*

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 7th

Edition. The Purdue OWL website also provide assistance with APA style

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

**Email Etiquette for Students:** <https://owl.english.purdue.edu/owl/resource/694/01/>

### **XIII. Academic Integrity**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” <sup>[L]</sup><sub>SEP</sub>

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another

student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else." <sup>[11]</sup> <sub>[SEP]</sub>

Use of **artificial intelligence (AI) such as ChatGPT** is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

#### **XIV. Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.







Activity	Description	Due
<p><b>Discussion</b></p> <p><b>Activity</b></p>	<p>reported PTSD symptoms: A needs assessment. <i>Psychiatric Rehabilitation Journal</i>, 3(3), 209-217.</p> <ul style="list-style-type: none"> <li>• Felke, T. (2018). The use of geographic information systems for social work education, research, and practice. In L. Goldkind, L. Wolf, &amp; P.P. Freddolino (Eds), <i>Digital social work: Tools for practice with individuals, organizations, and communities</i> (pp.145-167). Oxford University Press.</li> <li>• Molla, Y. B., Rawlins, B., Makanga, P. T., Cunningham, M., Ávila, J. E. H., Ruktanonchai, C. W., ... &amp; Matthews, Z. (2017). Geographic information system for improving maternal and newborn health: recommendations for policy and programs. <i>BMC Pregnancy and Childbirth</i>, 17(1), 1-7.</li> </ul> <p>Identify a social service need in your community and then discuss various ways in which this need could be documented (from Royce et al, p. 88).</p> <p>Team formation for the Program Evaluation Project</p>	
<b>Module 5:</b>	<b>Types of Evaluations: Formative and Process</b>	
<p><b>Required Readings</b></p> <p><b>Suggested Readings</b></p> <p><b>Assignment</b></p>	<ul style="list-style-type: none"> <li>• Ch. 5: What are Formative and Process Evaluation?</li> <li>• Akin, B.A., Bryson, S.A., Testa, M.F., Blasé, K.A., McDonald, T., &amp; Melz, H. (2013). Usability testing, initial implementation, and formative evaluation of an evidence-based intervention: Lessons from a demonstration project to reduce long-term foster care. <i>Evaluation and Program Planning</i>, 41, 19–30.</li> <li>• Rowan, M.S., Mason, M., Robitaille, A., Labrecque, L., &amp; Tocchi, C.L. (2013). An innovative medical and dental hygiene clinic for street youth: Results of a process evaluation. <i>Evaluation and Program Planning</i>, 40, 10–16.</li> <li>• Gervais, C., de Montigny, F., Lacharite, C., &amp; Dubeau, D. (2015). The Father Friendly Initiative within Families: Using a logic model to develop program theory for a father support program. <i>Evaluation and Program Planning</i>, 52, 133–141.</li> <li>• Savaya, R. &amp; Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. <i>Administration in Social Work</i>, 29(2), 85-103.</li> </ul> <p>Program Level Evaluation Milestone 1: Logic model and client path flow</p>	
<b>Module 6:</b>	<b>Types of Evaluations: Client Satisfaction Studies; Cost Approaches</b>	
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Ch. 7: Client Satisfaction Studies</li> <li>• Ch. 10: Cost Effectiveness and Cost Analysis</li> </ul>	

Activity	Description	Due
<p><b>Suggested Readings &amp; Resources</b></p> <p><b>Assignment</b></p>	<ul style="list-style-type: none"> <li>• Fraser, M.W., &amp; Wu, S. (2016). Measures of consumer satisfaction in social welfare and behavioral health: A systematic review. <i>Research on Social Work Practice</i>, 26(7), 762-776.</li> <li>• Kuklinski, M.R., Briney, J.S., Hawkins, J.D., &amp; Catalano, R.F. (2012). Cost-benefit analysis of communities that care outcomes at eighth grade. <i>Prevention Science</i>, 13, 150–161.</li> <li>• Cost analysis in program evaluation (Part I) <a href="https://www.youtube.com/watch?v=-BPOBcfTjyw">https://www.youtube.com/watch?v=-BPOBcfTjyw</a></li> <li>• Cost analysis in program evaluation (Part II) <a href="https://youtu.be/KKDzm4Wb3DI">https://youtu.be/KKDzm4Wb3DI</a></li> </ul> <p>Program Level Evaluation Milestone 2: Evaluation research question and hypothesis</p>	
<b>Module 7:</b>	<b>Group Research Designs</b>	
<p><b>Required Readings</b></p> <p><b>Suggested Readings</b></p> <p><b>Discussion</b></p> <p><b>Due</b></p>	<ul style="list-style-type: none"> <li>• Ch. 9: Group Research Design</li> <li>• Holosko, M.J. (2010). What types of designs are we using in social work research and evaluation? <i>Research on Social Work Practice</i>, 20(6) 665-673.</li> <li>• Jaccard, J., &amp; Bo, A. (2018). Prevention science and child/youth development: Randomized explanatory trials for integrating theory, method, and analysis in program evaluation. <i>Journal of the Society for Social Work and Research</i>, 9(4), 651-687.</li> <li>• Coalition for Evidence-Based Policy (2014). Which Study Designs Are Capable of Producing Valid Evidence About A Program’s Effectiveness? Author. <a href="http://files.eric.ed.gov/fulltext/ED558064.pdf">http://files.eric.ed.gov/fulltext/ED558064.pdf</a></li> </ul> <p>Research designs</p> <p><b>Quiz 1</b></p>	
<b>Module 8:</b>	<b>Writing Evaluation Reports;</b>	
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Ch. 14: Writing Evaluation Proposals, Reports, and Journal Articles</li> <li>• Bronstein, L.R. &amp; Kovacs, P.J. (2013). Writing a mixed methods report in social work research. <i>Research on Social Work Practice</i>, 23(3), 354-360</li> <li>• W. K. Kellogg Foundation. (2017). The step-by-step guide to evaluation: How to become savvy evaluation consumers. Battle Creek, MI: Author. Chapter 9: Summarize, Communicate and Reflect on Evaluation Findings (pp.183-206).</li> </ul>	

Activity	Description	Due
	<ul style="list-style-type: none"> <li>Patterson, D. A., &amp; Basham, R. E. (2003). Visualizing change: Spreadsheets and graphical representation across domains in human service practice. <i>Journal of Technology in Human Services</i>, 21(4), 1-16.</li> </ul>	
<b>Suggested Readings &amp; Resources</b>  <b>Assignment</b>	<ul style="list-style-type: none"> <li>How to format your paper in APA style: <a href="https://www.youtube.com/watch?v=VEqRqSsNDjc">https://www.youtube.com/watch?v=VEqRqSsNDjc</a></li> <li>In-text citations made easy (APA 7<sup>th</sup> edition format): <a href="https://www.youtube.com/watch?v=RWZCXPoBo-k">https://www.youtube.com/watch?v=RWZCXPoBo-k</a></li> </ul> <b>Single-system evaluation paper</b>	
<b>Module 9:</b>	<b>Qualitative and Mixed Methods</b>	
<b>Required Readings</b>  <b>Suggested Readings</b>	<ul style="list-style-type: none"> <li>Ch. 4: Qualitative &amp; Mixed Methods in Evaluation</li> <li>Teater, B.A. (2011). A qualitative evaluation of the Section 8 Housing Choice Voucher Program: The recipients' perspectives. <i>Qualitative Social Work</i>, 10(4), 503–519.</li> <li>Redfern, J., Santo, K., Coorey, G., Thakkar, J., Hackett, M., Thiagalingam, A., &amp; Chow, C. (2016). Factors influencing engagement, perceived usefulness and behavioral mechanisms associated with a text message support program. <i>PLoS ONE</i> 11(10):e0163929. doi:10.1371/journal.pone.0163929</li> </ul>	
<b>Module 10:</b>	<b>Sampling</b>	
<b>Required Readings</b>  <b>Suggested Readings</b>	<ul style="list-style-type: none"> <li>Ch. 8: Sampling</li> <li>Miller, P.G., Johnston, J., Dunn, M., FRY, C.L., &amp; Degenhardt, L. (2010). Comparing probability and non-probability sampling methods in ecstasy research: Implications for the internet as a research tool. <i>Substance Use &amp; Misuse</i>, 45:437–450.</li> <li>Pettus-Davis, C., Grady, M.D., Cuddeback, G.S., &amp; Scheyett, A. (2011). A practitioner's guide to sampling in the age of evidence-based practice: Translation of research into practice. <i>Clinical Social Work Journal</i>, 39 (4), 379-389.</li> <li>Solomon, P., Cavanaugh, M.M., &amp; Draine, J. (2009). <i>Randomized controlled trials: Design and implementation for community-based psychosocial interventions</i>. NY: Oxford University Press. Portion of Chapter 6: Use of computer technology for recruitment and tracking (pp. 147-157).</li> <li>Kingsley, C., Goldsmith, S., Goldkind, L., &amp; Wolf, L. (2018). Getting big data to the good guys: The promises and challenges of San Francisco's</li> </ul>	

Activity	Description	Due
<b>Assignment</b>	<p>shared youth database. In L. Goldkind, L. Wolf, &amp; P.P. Freddolino (Eds), <i>Digital social work: Tools for practice with individuals, organizations, and communities</i> (pp.129-144). Oxford University Press.</p> <p>Program Level Evaluation Milestone 3: Sampling</p>	
<b>Module 11</b>	<b>Measurement Tools and Strategies; Instruments</b>	
<b>Required Readings</b>  <b>Suggested Readings</b>  <b>Resources</b>  <b>Discussion</b>	<ul style="list-style-type: none"> <li>• Ch. 11: Measurement Tools and Strategies</li> <li>• Ch. 12: Selecting the Best Evaluation Measure for Your Project</li> <li>• Braverman, M.T. (2013). Negotiating measurement: Methodological and interpersonal considerations in the choice and interpretation of instruments. <i>American Journal of Evaluation</i>, 34(1) 99-114</li> <li>• Cassidy, M.A., Lawrence, E.C., Vierbuchen, C.G., &amp; Konold, K. (2013). Family Inventory of Resources and Stressors: Further examination of the psychometric properties. <i>Marriage &amp; Family Review</i>, 49:191–211.</li> <li>• Hayes, E-R, &amp; Swim, J.K. (2013). African, Asian, Latina/o, and European Americans’ responses to popular measures of sexist beliefs: Some cautionary notes. <i>Psychology of Women Quarterly</i>, 37(2) 155-166.</li> </ul> <p>Rutgers Univ. library:  <a href="http://libguides.rutgers.edu/content.php?pid=363058&amp;sid=2976215">http://libguides.rutgers.edu/content.php?pid=363058&amp;sid=2976215</a></p> <p>Choosing a measurement instrument</p>	
<b>Module 12:</b>	<b>Data Analysis</b>	
<b>Required Readings</b>  <b>Lectures</b>  <b>Resources</b>  <b>Assignment</b>	<ul style="list-style-type: none"> <li>• The Pell Institute: Evaluation Toolkit: Analyze Data:  <a href="http://toolkit.pellinstitute.org/evaluation-guide/analyze/">http://toolkit.pellinstitute.org/evaluation-guide/analyze/</a></li> <li>• Trochim, William M. The Research Methods Knowledge Base: Analysis, 2nd Edition. Internet WWW page,  <a href="http://www.socialresearchmethods.net/kb/analysis.php">http://www.socialresearchmethods.net/kb/analysis.php</a></li> </ul> <p>Data Analysis Lecture</p> <p>Videos on using <i>JASP</i></p> <p>Data Analysis Exercise</p>	
<b>Module 13:</b> <b>12/1/20</b>	<b>Data Analysis (Cont.)</b>	
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Patel, K., Auton, M.F., Carter, B., Watkins, C.L., Leathley, M.J., Thornton, T., Lightbody, C.E., &amp; Hackett, M. (2016). Parallel-serial memoing: A</li> </ul>	

Activity	Description	Due
<b>Resources</b> <b>Assignment</b>	novel approach to analyzing qualitative data. <i>Qualitative Health Research</i> , 26(13), 1745-1752. <ul style="list-style-type: none"> <li>• McCarthy, C.J., Whittaker, T.A., Boyle, L.H. &amp; Eyal, M. (2017). Quantitative approaches to group research: Suggestions for best practices, <i>The Journal for Specialists in Group Work</i>, 42(1), 3-16, DOI: 10.1080/01933922.2016.1264520</li> </ul> Videos on using <i>JASP</i> Program Level Evaluation Milestone 4: Data Analysis	
<b>Module 14:</b>	<b>Issues in Evaluation</b>	
<b>Required Readings</b>  <b>Suggested Readings</b>  <b>Discussion</b> <b>Assignment</b>	<ul style="list-style-type: none"> <li>• Ch. 13: Pragmatic Issues</li> <li>• Dettlaff, A.J. &amp; Fong, R. (2011). Conducting culturally competent evaluations of child welfare programs and practices. <i>Child Welfare</i>, 90 (2), 49-68.</li> <li>• Sloboda, Z., Stephens, P., Pyakuryal, A., Teasdale, B., Stephens, R.C., Hawthorne, R.D., Jesse Marquette, J., &amp; Williams, J.E. (2009). Implementation fidelity: the experience of the Adolescent Substance Abuse Prevention Study, <i>Health Education Research</i>, 24(3), 394- 406.</li> <li>• Thomas, V. G., Madison, A., Rockcliffe, F., DeLaine, K., &amp; Lowe, S. M. (2018). Racism, social programming, and evaluation: Where do we go from here?. <i>American Journal of Evaluation</i>, 39(4), 514-526.</li> </ul> Treatment Fidelity <b>Quiz 2</b>	
<b>Module 15:</b>	<b>Presentations</b>	
<b>Assignment</b>	Self-Assessment <b>Final evaluation paper</b>	