

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018
SW 650: NEEDS ASSESSMENT AND PROGRAM EVALUATION**

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Academic Term and Year:	Fall 2018
Course Prefix and Number:	SW 650
Course Title:	Needs Assessment and Program Evaluation
Days, Time and Location of class:	Tuesday, 6:00 p.m. - 8:40 p.m.; William Sutton Administration Building #202
Professor:	Candace Carter, Ph.D.
Office Location:	Social Work Suite # 213, William Sutton Administration Building
Office Hours:	M: 3:00 p.m. to 5:30 p.m. T: 3:00 p.m. to 5:30 W: 10:00 a.m. to 1:00 p.m. R: 4:00 p.m. to 6:00 p.m. Other times by appointment only
Office Phone Number:	(662) 254-3371
Main Office Number	(662) 254-3365
Email Address:	candace.carter@mvsu.edu
Prerequisite:	Completion of all MSW Foundation Courses
Duration of the Course:	August 21, 2018 – December 4, 2018

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.

Council on Social Work Education 2015 Educational Competencies Upon completion of the foundation year, the student will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values

and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

- Engage in practices that advance social, economic, and environmental justice.

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.

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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.

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.

CORE COMPETENCIES AND PRACTICE BEHAVIORS TARGETED IN THIS COURSE

After the completion of the course students are expected to demonstrate the following core competencies:

Competencies		Assessment
Competency 1: Demonstrate ethical and professional behavior	<i>1(a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i>	Research Paper & Class Discussions
	<i>1(b) Students use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</i>	Class Discussions & Final Examination
Competency 2: Engage diversity and difference in practice.	<i>2(a) Students apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</i>	Research Paper, Class Discussions & Final Examination
Competency 3: Advance human rights and social and economic, and environmental justice	<i>3(a) Students apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	Research Paper & Class Discussions
Competency 4: Engage in practice-informed	<i>4(a) Students use practice experience and theory to inform scientific inquiry and research</i>	Research Paper & Class Discussions

research and research informed practice.		
	<i>4(c) use and translate research evidence to inform and improve practice, policy, and service delivery</i>	Research Paper & Class Discussions
Competency 5: Engage in policy practice	<i>5(a) Students identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	Research Paper & Class Discussions
Competency 6: Engage with individuals, families, groups, organizations, and communities	<i>6(a) Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</i>	Research Paper & Class Discussions
	<i>6(b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	Research Paper & Class Discussions
Competency 7: Assess individuals, families, groups, organizations, and communities	<i>7 (a)Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	Research Paper
	<i>7(b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i>	Research paper
Competency 8: Intervene with individuals, families, groups, organizations, and communities	<i>8(a)critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	Research Paper & Class Discussions
	<i>8(b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</i>	Research Paper & Class Discussions
Competency 8: Utilize appropriate practice interventions within a rural setting	<i>11a. Students recognize the impact of the rural environment on service delivery in rural communities</i>	Research Paper & Class Discussions
	<i>11b. Students utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities</i>	Research Paper & Class Discussions

COURSE REQUIREMENTS

Required Textbooks:

Grinnell, Richard M. Jr., Gabor, Peter A. and Unrau, Yvonne A. (2012 only) Program Evaluation for Social Workers, Oxford University Press.

NREPP. (2012). Non-Researcher's Guide to Evidence-Based Program Evaluation. Retrieved on August 16, 2018 from

http://www.eblcprograms.org/docs/pdfs/NREPP_Non-researchers_guide_to_eval.pdf

(Students should be able to download and print a PDF version of the document. Please check at the bottom of the first page)

Supplementary Materials:

Kellogg Foundation, W.K. (2018). **Evaluation Handbook**. Retrieved August 16, 2018, from

<http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Krueger, R.A. (2009). Evaluation. Retrieved on August 16, 2018 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/>

In-text citations and 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 staple together with a title page (No envelopes! Make sure that the fastener holds everything together while reading these).

Required Tasks/Activities: (Please read these carefully to understand and complete the assignment correctly)

Completion of this course requires students:

1. To complete a psychological assessment of a group of FIVE people on a selected psychological variable using a multi-item scale to measure it. The selected psychological variable must be relevant for social work practice. A two-page report should describe the variable, the instrument to measure it, the scoring procedure of the instrument, methods of collecting data and the results of the assessment. The report should attach the completed instruments as Appendix so that the instructor can assess the appropriate use of the instrument. **(Due on September 11, 2018)**
2. To create a Logic Model of an agency or a program in Mississippi, and make a Five minutes presentation in the class. In creating the logic model, include the problem statement and goal statement of the selected program or agency at the top, and quantities of inputs and activities and output in the diagram of program elements. **(Due on October 23, 2018)**; and
3. To conduct, alone or in a group of two or three, an empirical research **on their own. Students should plan the study, collect their own data, analyze the data and write the report.** (IN WRITING THE PAPER, IF YOU CLAIM DOING ANYTHING FOR THE RESEARCH BUT IN REALITY YOU DID NOT DO THAT, IT WILL CONSTITUTE PLAGIARISM, AND YOU WILL BE REPORTED TO DEPARTMENT CHAIR FOR DISCIPLINARY ACTION). The study could be a needs assessment or a program evaluation or a basic research. The assignment requires a written report with 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 instructor's comments on respective drafts. **The drafts and final paper must be formatted with bold elements outlined below as headings and subheadings. If necessary, students have to add appropriate more subheadings, but cannot delete**

any. Everything written inside the paper 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. Research Paper Part specifications are as below:

Research Paper Part I (Due on September 25, 2018)

1. **Specific Objectives:** List specific knowledge you plan to learn or specific questions you plan to answer or specific hypotheses you plan to test in order to fill the knowledge gap that should be discussed in next section. These objectives or questions must be at specific variable level.
 - 1.1. **Significance:** For each specific objective, discuss the mechanisms how the new knowledge would facilitate social workers tackling the problem more effectively
2. **Background and Significance** of the study: This section must link the research problem or issue to the society as well as 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 social workers in tackling that problem more effectively.
 - 2.1. **Social Condition or any Other Source of Research Problem (Epidemiological statistics on the problem):** Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.
 - 2.2. **Relevance for Social Work:** Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem
 - 2.3. **Prevailing Scientific Knowledge:** Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem
 - 2.4. **Gap in Scientific Knowledge:** Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level
 - 2.5. **Problems that social workers encounter due to the gap in knowledge:** Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.
3. **References**

Research Paper Part II (Due on October 9, 2018)

1. **Specific Objectives:** List specific knowledge you plan to learn or specific questions you plan to answer or specific hypotheses you plan to test in order to fill the knowledge gap that should be discussed in next section. These objectives or questions must be at specific variable level.
 - 1.1. **Significance:** For each specific objective, discuss the mechanisms how the new knowledge would facilitate social workers tackling the problem more effectively
2. **Background and Significance** of the study: This section must link the research problem or issue to the society as well as 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 social workers in tackling that problem more effectively.
 - 2.1. **Social Condition or any Other Source of Research Problem (Epidemiological statistics on the problem):** Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.
 - 2.2. **Relevance for Social Work:** Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem

- 2.3. **Prevailing Scientific Knowledge:** Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem
 - 2.4. **Gap in Scientific Knowledge:** Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level
 - 2.5. **Problems that social workers encounter due to the gap in knowledge:** Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.
3. **Methods of the study:**
 - 3.1. **The list of Major Variables**
 - 3.2. **Operationalization or Measurement Procedure (including the measuring instrument) for all major variables**
 - 3.3. **Population and Sampling procedures:** Discuss the population you plan to study, name your sampling procedure, and discuss your practical steps in selecting your sample
 - 3.4. **Data collection procedures:** Discuss how, when, where, who will collect your data with what instrument
 - 3.5. **Research design:** Name your research design; discuss how your design is appropriate for your objectives, and how you are fulfilling the requirements of the design
 - 3.6. **Data Analysis Procedures:** Discuss the statistical procedures to be used to answer each research question
 4. **References**

Research Paper Part III (Due on October 30, 2018)

1. **Specific Objectives:** List specific knowledge you plan to learn or specific questions you plan to answer or specific hypotheses you plan to test in order to fill the knowledge gap that should be discussed in next section. These objectives or questions must be at specific variable level.
 - 1.1. **Significance:** For each specific objective, discuss the mechanisms how the new knowledge would facilitate social workers tackling the problem more effectively
2. **Background and Significance** of the study: This section must link the research problem or issue to the society as well as 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 social workers in tackling that problem more effectively.
 - 2.1. **Social Condition or any Other Source of Research Problem (Epidemiological statistics on the problem):** Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.
 - 2.2. **Relevance for Social Work:** Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem
 - 2.3. **Prevailing Scientific Knowledge:** Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem
 - 2.4. **Gap in Scientific Knowledge:** Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level

- 2.5. **Problems that social workers encounter due to the gap in knowledge:** Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.
3. **Methods of the study:**
 - 3.1. **The list of Major Variables**
 - 3.2. **Operationalization or Measurement Procedure (including the measuring instrument) for all major variables**
 - 3.3. **Population and Sampling procedures:** Discuss the population you plan to study, name your sampling procedure, and discuss your practical steps in selecting your sample
 - 3.4. **Data collection procedures:** Discuss how, when, where, who will collect your data with what instrument
 - 3.5. **Research design:** Name your research design; discuss how your design is appropriate for your objectives, and how you are fulfilling the requirements of the design
 - 3.6. **Data Analysis Procedures:** Discuss the statistical procedures to be used to answer each research question
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, percentages, 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.
7. **References**

Final report is due on November 27, 2018 (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.**

Rubric or Criteria for Evaluating the Research Paper					
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 research questions	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 cited	Variables flow from stated literature on the gap in knowledge
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 sampling procedures	4	Does not discuss the sampling	Discusses the sampling procedures with	Discusses the sampling procedures with	Discusses the sampling procedures with

		procedures	three or more incorrect terms	one or two incorrect terms	correct terms
9. Demonstrates the knowledge of data collection procedures	4	Discusses the data collection procedure with five or more incorrect terms	Discusses the data collection procedure with three or four incorrect terms	Discusses the data collection procedure with one or two incorrect terms	Discusses the data collection procedure with correct terms
10. Protection of research subjects have been ensured or considered	4	Did not consider any steps	Considered some steps	Considered appropriate steps	Took appropriate steps
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. Demonstrates the knowledge of elementary statistics or other data analysis procedures	4	Does not discuss data analysis procedures specifying statistics	Discusses data analysis procedures specifying appropriate statistics with three or more incorrect terms or instances	Discusses data analysis procedures specifying appropriate statistics with one or two incorrect terms or instances	Discusses data analysis procedures specifying appropriate statistics in all instances
13. Findings or results section address research objectives or questions appropriately	8	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
14. Findings or results include appropriate statistics	4	Findings do not include appropriate statistics	Some findings are written with appropriate statistics	Most findings are written with appropriate statistics	Findings or results include appropriate statistics
15. 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
16. Methods and findings justify	4	Methods and	Findings justify	Findings justify	Conclusions are

conclusions		findings do not justify conclusions	conclusions but methods have not been considered	conclusions and some methodological issues have been considered	based on findings and relative strengths of methods
17. 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
18. 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 two levels of SW practice	Recommendations are for more than two levels of SW practice
19. 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 error
20. 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
21. 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	All factual claims have in-text citations
22. 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	All in-text citations for factual claims are in APA style
23. References cover citations and are in APA style	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
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. Psychological assessment = 100 points

4. Logic Model	= 100 points
5. Research Paper	=100 points
Total	600 points

Performance Standards:

The final letter grade for each student will be determined on the basis of **all of the above components** listed above.

A	550 >
B	500 - 549
C	450 - 499
D	400 - 449
F	< 399

SPECIAL NEED POLICY (Americans With Disabilities Act)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week	Contents	Reading Assignments:
<p>Weeks One (August 21, 2018) and Two (August 28, 2018)</p>	<p>Review of Course outlines</p> <p>1. Introduction to Program Evaluation</p> <p>A. Need for Evaluation: Accountability</p> <p>B. Types of Program Evaluation: Formative Evaluation and Summative Evaluation; Needs Assessment, Process Evaluation, Outcome Evaluation and Efficiency Evaluation</p> <p>C. The Evaluation Process</p>	<p>SW650 course outlines</p> <p>Text by Grinnell, Gabor & Unrau, Chapter 1 and 2</p> <p>NREPP. (2012). Non-Researcher’s Guide to Evidence-Based Program Evaluation. Retrieved on August 16, 2018 from http://www.eblcprograms.org/docs/pdfs/NREPP_Non-researchers_guide_to_eval.pdf</p> <p>Plath, D. (2013). Support for Evidence-Based Practice in a Human Service Organization. <i>Administration In Social Work</i>, 37(1), 25-38. doi:10.1080/03643107.2011.638731</p>
<p>Weeks Three & Four (September 4, 2018 and September 11, 2018)</p> <p>Psychological Assessment Due September 11, 2018</p>	<p>2. Program Evaluation and Measurement: Instruments and Strategies</p> <p>Each student has to select, read and speak to the Class on one of the articles listed for the week about the measurement procedures of a major variable</p>	<p>Text by Grinnell, Gabor & Unrau, Chapters 11 and 12</p> <p>Articles:</p> <p>Abbott, R. A., Ploubidis, G. B., Huppert, F. A., Kuh, D., & Croudace, T. J. (2010). An Evaluation of the Precision of Measurement of Ryff’s Psychological Well-Being Scales in a Population Sample. <i>Social Indicators Research</i>, 97(3), 357-373.</p> <p>Adaptation Questionnaire As A Tool Supporting Measurement Of The Psychological Adaptation Process To The Conditions In China. (2010). <i>Polish Journal of Sports Medicine / Medycyna Sportowa</i>, 26(1), 33-44.</p> <p>Arnold, R., Fletcher, D., & Daniels, K. (2013). Development and Validation of the Organizational Stressor Indicator for Sport Performers (OSI-SP). <i>Journal Of Sport & Exercise Psychology</i>, 35(2), 180-</p>

		<p>196.</p> <p>Awsare, N. S., Green, J. A., Aldwinckle, B. B., Hanbury, D. C., Boustead, G. B., & McNicholas, T. A. (2008). The measurement of psychological distress in men being investigated for the presence of prostate cancer. <i>Prostate Cancer & Prostatic Diseases</i>, <i>11</i>(4), 384-389. doi:10.1038/pcan.2008.21</p> <p>de Graaf, H. (2011). The Psychological Measurement of Childhood Sexual Development in Western Societies: Methodological Challenges. <i>Journal Of Sex Research</i>, <i>48</i>(2/3), 118-129.</p> <p>Drasgow, F., Chernyshenko, O. S., & Stark, S. (2010). Improving the Measurement of Psychological Variables: Ideal Point Models Rock! F. Drasgow, O.S. Chernyshenko, and S. Stark. <i>Industrial & Organizational Psychology</i>, <i>3</i>(4), 515-520. doi:10.1111/j.1754-9434.2010.01284.x</p> <p>Ewing, G., & Grande, G. (2013). Development of a Carer Support Needs Assessment Tool (CSNAT) for end-of-life care practice at home: A qualitative study. <i>Palliative Medicine</i>, <i>27</i>(3), 244-256. doi:10.1177/0269216312440607</p> <p>Freese, C. (2008). How to measure the psychological contract? A critical criteria-based review of measures. <i>South African Journal Of Psychology</i>, <i>38</i>(2), 269-286.</p> <p>Green, P. E., Wind, Y., & Jain, A. K. (1972). A Note on Measurement of Social-Psychological Belief Systems. <i>Journal Of Marketing Research (JMR)</i>, <i>9</i>(2), 204-208.</p> <p>Haig, B. D., & Borsboom, D. (2008). On the Conceptual Foundations of Psychological Measurement. <i>Measurement</i>, <i>6</i>(1/2), 1-6. doi:10.1080/15366360802035471</p> <p>Kelly, B., McClement, S., & Chochinov, H. (2006). Measurement of psychological distress in palliative care. <i>Palliative Medicine</i>, <i>20</i>(8), 779-789. doi:10.1177/0269216306072347</p> <p>Kuo, D., Bird, T. T., & Tilford, J. J. (2011). Associations</p>
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		<p>of Family-Centered Care with Health Care Outcomes for Children with Special Health Care Needs. <i>Maternal & Child Health Journal</i>, 15(6), 794-805. doi:10.1007/s10995-010-0648-x</p> <p>Kyngdon, A. (2011). Psychological Measurement Needs Units, Ratios, and Real Quantities: A Commentary on Humphry. <i>Measurement: Interdisciplinary Research And Perspectives</i>, 9(1), 55-58.</p> <p>Marley, S. C. (2010). Psychological Measurement for Specialists in Group Work. <i>Journal For Specialists In Group Work</i>, 35(4), 331-348.</p> <p>Maurel, S., Rodero, B., Lopez-del-Hoyo, Y., Luciano, J. V., Andrés, E., Roca, M., & ... García-Campayo, J. (2011). Correlational analysis and predictive validity of psychological constructs related with pain in fibromyalgia. <i>BMC Musculoskeletal Disorders</i>, 12(1), 1-7. doi:10.1186/1471-2474-12-4</p> <p>Measurement Issues And Psychometric Methods In Developmental Research. (2006). <i>Monographs of the Society for Research in Child Development</i>, 71(3), 24-41. doi:10.1111/j.1540-5834.2006.00403.x</p> <p>Rohmert, W. W., & Latjrig, W. W. (1971). Work measurement: Psychological and physiological techniques for assessing operator and work load. <i>International Journal Of Production Research</i>, 9(1), 157.</p> <p>Rothwell, K., Boaden, R., Bamford, D., & Tyrrell, P. (2013). Feasibility of assessing the needs of stroke patients after six months using the GM-SAT. <i>Clinical Rehabilitation</i>, 27(3), 264-271.</p> <p>Royal, K. (2012). Measuring Protestant Christians' Willingness to Seek Professional Psychological Help for Mental illness: A Rasch Measurement Analysis. <i>Journal Of Psychology & Christianity</i>, 31(3), 195-204.</p> <p>Sofronie, C., & Zubcov, R. (2010). On the Need to have an Additional Methodology for the Psychological Product Measurement and Evaluation. <i>World Academy Of Science, Engineering & Technology</i>, (42), 1259-</p>
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		<p>1266.</p> <p>Spreitzer, G. M. (1995). Psychological, Empowerment In The Workplace: Dimensions, Measurement And Validation. <i>Academy Of Management Journal</i>, 38(5), 1442-1465. doi:10.2307/256865</p> <p>Steen, J. A., Smith, S., & Jackson, D. (2010). The Development and Evaluation of the Perceptions of Competence and Responsiveness Scale. <i>Journal Of Social Service Research</i>, 36(2), 118-127. doi:10.1080/01488370903578041</p> <p>Webster, R. J. (2010). Before the measurement of prejudice: Early psychological and sociological papers on prejudice. <i>Journal Of The History Of The Behavioral Sciences</i>, 46(3), 300-313.</p> <p>Yang Yang, L. (2012). Students' Perceptions Of School Climate And Trait Test Anxiety. <i>Psychological Reports</i>, 111(3), 761-764. doi:10.2466/11.10.21.PR0.111.6.761-764</p>
<p>Week Five (September 18, 2018)</p>	<p>3. The Program 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 & Unrau, Chapter 3</p> <p>Krueger, R.A. (2009). Logic Model. Retrieved on August 23, 2009 from http://www.tc.umn.edu/~rkrueger/evaluation_lm.html</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>
<p>Week Six (September 25, 2018)</p> <p>Research Paper Part I due September 25, 2018</p>	<p>4. Ethical Issues in Program Evaluation</p>	<p>Text by Grinnell, Gabor & Unrau, Chapter 4</p> <p>Berg, J., & Deming, N. (2011). New Rules for Research with Human Participants?. <i>Hastings Center Report</i>, 41(6), 10-11.</p> <p>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</i>, 6(4), 348-360. doi:10.1080/15433710903126778</p>

<p>Week Seven (October 2, 2018)</p>	<p>5. Needs Assessment</p>	<p>Mid-Term Examination</p>
<p>Week Eight (October 9, 2018)</p> <p>Research Paper Part II due on October 9, 2018</p>		<p>Text by Grinnell, Gabor & Unrau, Chapter 6</p> <p>Krueger, R.A. (2009). Needs Assessment. Retrieved on August 23, 2009 from http://www.tc.umn.edu/~rkrueger/evaluation_na.html</p> <p>Nash, S. D., Cruickshanks, K. J., Huang, G., Klein, B. K., Klein, R., Nieto, F., & Tweed, T. S. (2013). Unmet Hearing Health Care Needs: The Beaver Dam Offspring Study. <i>American Journal Of Public Health, 103</i>(6), 1134-1139.</p> <p>Valenzuela, J. M., McDowell, T., Cencula, L., Hoyt, L., & Mitchell, M. J. (2013). ¡Hazlo Bien! A Participatory Needs Assessment and Recommendations for Health Promotion in Growing Latino Communities. <i>American Journal Of Health Promotion, 27</i>(5), 339-346.</p>
<p>Week Nine (October 16, 2018)</p>	<p>6. Program Process Evaluation</p>	<p>Text by Grinnell, Gabor & Unrau, Chapter 7</p> <p>Law, B. F., & 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>
<p>Week Ten (October 23, 2018)</p> <p>Logic Model due October 23, 2018</p>	<p>7. Outcome Evaluation</p>	<p>Text by Grinnell, Gabor & Unrau, Chapter 8</p> <p>Lynch-Cerullo, K., & Cooney, K. (2011). Moving from Outputs to Outcomes: A Review of the Evolution of Performance Measurement in the Human Service Nonprofit Sector. <i>Administration In Social Work, 35</i>(4), 364-388. doi:10.1080/03643107.2011.599305</p> <p>Fraser, M. W., Guo, S., Ellis, A. R., Thompson, A. M., Wike, T. L., & Li, J. (2011). Outcome Studies of Social, Behavioral, and Educational Interventions: Emerging</p>

		<p>Issues and Challenges. <i>Research On Social Work Practice</i>, 21(6), 619-635.</p> <p>Poertner, J., Moore, T., & 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>
<p>Week Ten (October 30, 2018)</p> <p>Research Paper Part III due on October 30, 2018</p>	<p>8. Efficiency Evaluation</p>	<p>Text by Grinnell, Gabor & Unrau, Chapter 9</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>
<p>Week Eleven (November 6, 2018)</p>	<p>9. Practice Evaluation and Program Evaluation Designs: Single System Research and Group Research Designs</p>	<p>Text by Grinnell, Gabor & Unrau, Chapter 10</p> <p>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.</p> <p>Baker, L. R., Stephens, F., & 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>
<p>Week Twelve (November</p>	<p>10. Data Source, Sampling and Data Collection</p>	<p>Text by Grinnell, Gabor & Unrau, Chapter 13</p> <p>Del Rio-Roberts, M. (2011). How I Learned to Conduct</p>

13, 2018)	Methods	Focus Groups. Qualitative Report, 16(1), 312-315.
November 19-23		Fall Break for faculty and students
Week Thirteen (November 27, 2018) Final Research Report due on November 27, 2018	11. Writing Evaluation Reports, and Journal Articles	Kellogg Foundation Handbook section on Steps 8 & 9 Osterling, K., & Austin, M. J. (2008). The Dissemination and Utilization of Research for Promoting Evidence-Based Practice. Journal Of Evidence-Based Social Work, 5(1/2), 295-319. doi:10.1300/J394v05n01-11 Szuchman, Lenore T.(2010). Writing with Style: APA style for Social Work. California: Brooks/Cole.
Week Fourteen (December 4, 2018)	Final Examination	

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
- Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing? *Journal Of Human Behavior In The Social Environment, 20*(8), 963-973. doi:10.1080/15433714.2010.498669
- Barbee, A., Sullivan, D., Borders, K., Antle, B., Hall, C. J., & Fox, S. (2009). Evaluation Of An Innovative Social Work Education Model: The Kentucky Public Child Welfare Certification Program (PCWCP). *Journal Of Social Work Education, 45*(3), 427-444.
- Belanger, K., & Stone, W. (2008). The Social Service Divide: Service Availability and Accessibility in Rural Versus Urban Counties and Impact on Child Welfare Outcomes. *Child Welfare, 87*(4), 101-124.
- Bourguignon, F. (2010). Toward an evaluation of evaluation methods: a commentary on the experimental approach in the fields of employment, work, and professional training. *Journal Of Development Effectiveness, 2*(3), 310-319. doi:10.1080/19439342.2010.505774
- 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
- 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
- Chow, A. M., Lam, D. B., Leung, G. M., Wong, D. K., & Chan, B. P. (2011). Promoting Reflexivity among Social Work Students: The Development and Evaluation of a Programme. *Social Work Education, 30*(2), 141-156. doi:10.1080/02615479.2011.540377
- Fischer, J. & Corcoran, K.(2007). Measures for Clinical Practice. New York: Oxford University Press.
- Holosko, M. J., Thyer, B. A., & Danner, J. (2009). Ethical Guidelines for Designing and Conducting Evaluations of Social Work Practice. *Journal Of Evidence-Based Social Work, 6*(4), 348-360. doi:10.1080/15433710903126778

- Jacobson, M., & Goheen, A. (2006). Engaging Students in Research: A Participatory BSW Program Evaluation. *Journal Of Baccalaureate Social Work*, 12(1), 87-104.
- Kealey, E. (2010). Assessment and Evaluation in Social Work Education: Formative and Summative Approaches. *Journal Of Teaching In Social Work*, 30(1), 64-74.
doi:10.1080/08841230903479557
- Kealey, E. (2010). Assessment and Evaluation in Social Work Education: Formative and Summative Approaches. *Journal Of Teaching In Social Work*, 30(1), 64-74.
doi:10.1080/08841230903479557
- 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
- McNamara, Carter. Basics of Conducting Focus Groups. Retrieved on August 24, 2009 from <http://www.managementhelp.org/evaluatn/focusgrp.htm>
- Mills-Dick, K., Geron, S., & Erwin, H. (2007). Evaluation Through Collaboration: A Model Program of Agency-Based Training in Geriatric Social Work. *Journal Of Gerontological Social Work*, 50(1/2), 39-57. doi:10.1300/J083v50n01_04
- Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.(2010). Applied Social Research: A Tool for the Human Services. Eighth Edition. Belmont, California: Brooks/Cole - Thomson Learning.
- Neuman, W. Lawrence. (2010). Social Research Methods: Qualitative and Quantitative Approaches. Needham Heights, MA: Allyn & Bacon.
- O'Connor, L., Cecil, B., & Boudioni, M. (2009). Preparing for Practice: An Evaluation of an Undergraduate Social Work 'Preparation for Practice' Module. *Social Work Education*, 28(4), 436-454. doi:10.1080/02615470701634311

- Orme, J., MacIntyre, G., Lister, P., Cavanagh, K., Crisp, B. R., Hussein, S., & ... Stevens, M. (2009). What (a) Difference a Degree Makes: The Evaluation of the New Social Work Degree in England. *British Journal Of Social Work*, 39(1), 161-178.
- Poertner, J., Moore, T., & McDonald, T. P. (2008). Managing for Outcomes: The Selection of Sets of Outcome Measures. *Administration In Social Work*, 32(4), 5-22.
doi:10.1080/03643100802293808
- Rodenhiser, R. W., Buchan, V. V., Hull, J. H., Smith, M., Pike, C., & Rogers, J. (2007). Assessment of Social Work Program Outcomes: The Baccalaureate Educational Assessment Project. *Journal Of Baccalaureate Social Work*, 13(1), 100-114.
- Rogers, A., & Welch, B. (2009). Using Standardized Clients in the Classroom: An Evaluation of a Training Module to Teach Active Listening Skills to Social Work Students. *Journal Of Teaching In Social Work*, 29(2), 153-168. doi:10.1080/08841230802238203
- Secret, M., Abell, M. L., & Berlin, T. (2011). The Promise and Challenge of Practice-Research Collaborations: Guiding Principles and Strategies for Initiating, Designing, and Implementing Program Evaluation Research. *Social Work*, 56(1), 9-20.
- Simpson, D., Mathews, I., Croft, A., McKinna, G., & Lee, M. (2010). Student Views on Good Practice in Social Work Education. *Social Work Education*, 29(7), 729-743.
doi:10.1080/02615471003623192
- Violence Institute of New Jersey at UMDNJ. Searchable Inventory of Instruments Assessing Violent Behavior and Related Constructs in Children and Adolescents. Retrieved on April 21, 2012 from <http://vinst.umdj.edu/VAID/browse.asp#B>