19:910:595 METHODS OF SOCIAL WORK RESEARCH II FALL

I. 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. Course Objectives

Building on Research I, students are expected to:

1. Expand their understanding of critical issues in evaluating programs and interventions. Further develop research skills that can be applied to the evaluation of macro (i.e., program evaluation) and micro (i.e., case level evaluation) practice;

2. Further understanding of the principles underlying the development and implementation of effective case and program level evaluations;
3. Conduct a case level evaluation and develop a research proposal of a program level evaluation as a means of improving the development of practice evaluation skills and knowledge;

4. Become familiar with the issues involved in conducting culturally sensitive program and practice evaluations;

5. Become regular and critical consumers of evaluation reports and other social work research;

6. Awareness of the application of social work ethics and values to the evaluation of social work practice, human service programs and social interventions.

V. **Required Text**


**Supplemental Texts**


VI. **Course Requirements**

1) It is important that assigned readings be completed on a timely, weekly, basis in order to have informed class discussions. All class lectures will assume that students have read the assigned material.

2) Class participation and attendance are considered in evaluating grades. Students are expected to notify the class instructor if they are unable to attend class for any reason.
3) In class and at-home assignments will be given during the semester. The homework assignments will be based on assigned readings, class exercises, and lectures. These assignments affect your class participation grade but are not formally graded.

4) There will be two graded, written assignments to be completed during the semester. For the first assignment, students will be asked to complete a single case evaluation project. The second assignment will require students to develop a program evaluation proposal. Specific guidelines for these assignments will be distributed during the semester.

5) All graded assignments submitted for the course should adhere to the guidelines set forth by the Publication Manual of the American Psychological Association (5th Edition). Research ideas and study findings should be logically and coherently presented with relevant citation of the literature included on formal assignments.

VII. Grading

Grading for this course is as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Single Subject Research Project</td>
<td>40%</td>
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<tr>
<td>Group Research Project</td>
<td>40%</td>
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<tr>
<td>Participation in class, course exercises</td>
<td>10%</td>
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<tr>
<td>IRB Certification</td>
<td>10%</td>
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VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

IX. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own.

Use the citation style preferred by the discipline.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect.
The new policy is posted at

Please Note: Violations of academic integrity by graduate and professional students will
normally be penalized more severely than violations by first-year undergraduate students.
Since all violations of academic integrity by a graduate or professional student are
potentially separable under the Academic Integrity Policy, faculty members should not
adjudicate alleged academic integrity violations by graduate and professional students,
but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF)
or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette
Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand
delivery, of the alleged violation and of the fact that the matter has been referred to the
AIF for adjudication. This notification shall be done within 10 days of identifying 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.

Definition of Plagiarism
Plagiarism is the representation of the words or ideas of another as one’s own in any
academic exercise. To avoid plagiarism, every direct quotation must be identified by
quotation marks or by appropriate indentation and must be properly cited in the text or in
a footnote. Acknowledgment is required when material from another source is stored in
print, electronic, or other medium and is paraphrased or summarized in whole or part in
one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase
Plato’s comment...and conclude with a footnote identifying the exact reference. A
footnote acknowledging only a directly quoted statement does not suffice to notify the
reader of any preceding or succeeding paraphrased material. Information which is
common knowledge, such as names of leaders of prominent nations, basic scientific laws,
etc., need not to be footnoted; however, all facts or information obtained in reading or
research that are not common knowledge among students in the course must be
acknowledged. In addition to materials specifically cited in the text, only materials that
contribute to one’s general understanding of the subject may be acknowledged in the
bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what
constitutes plagiarism should be discussed with the faculty member.

X. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this
class due to a disability should contact the Office of Disability Services, Kreeger
Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847.
Students must have a letter of accommodation from the Office of Disability Services in
order to receive accommodations.
XI. **Course Outline**

<table>
<thead>
<tr>
<th><strong>Unit 1: Foundation of Evaluation in Social Work Practice – Weeks 1 &amp; 2</strong></th>
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<tbody>
<tr>
<td>a. Definition of program evaluation</td>
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<td>b. Motivation for program evaluation</td>
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<td>c. The importance of program evaluation</td>
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<td>d. Ethical issues in program Evaluation</td>
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**Week 1: What is Program Evaluation?**

**Required Reading for Class Discussion**
Royse, Thyer, Padgett, & Logan (2006) – Ch. 1 – Introduction

**Supplemental Readings**


**Week 2: Ethical Issues in Program Evaluation**

**Required Reading for Class Discussion**
Royse, Thyer, Padgett, & Logan (2006) – Ch. 2 – Ethical Issues in Program Evaluation

**Supplemental Readings**
The Belmont Report, available online at:
http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm


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<th><strong>Unit 2: Evaluation Tools – Weeks 3-7</strong></th>
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<tbody>
<tr>
<td>a. Need assessment</td>
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<td>b. Formative evaluation</td>
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<td>c. Process evaluation</td>
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<tr>
<td>d. Goal attainment scaling</td>
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<tr>
<td>e. Client Satisfaction</td>
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<tr>
<td>f. Measurement tools and strategies</td>
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**Week 3: Needs Assessment**
**Required Reading for Class Discussion**
Royse, Thyer, Padgett, & Logan (2006) – Ch. 3 – Needs Assessment
Supplemental Readings


Week 4: Qualitative Evaluation & Feminist Evaluation Research Methods

Required Reading for Class Discussion
Royse, Thyer, Padgett, & Logan (2006) – Ch. 4 – Qualitative Methods in Evaluation

Supplemental Readings


Week 5: Formative and Process Evaluation

Required Reading for Class Discussion
Royse, Thyer, Padgett, & Logan (2006) – Ch. 5 – Formative and Process Evaluation

Supplemental Readings


**Week 6: Case Level Evaluation**

**Required Reading for Class Discussion**


**Supplemental Reading**


**Week 7: Evaluating Client Services**

**Required Readings for Class Discussion**

Royse, Thyer, Padgett, & Logan (2006) – Ch. 7 – Goal Attainment Scaling

Royse, Thyer, Padgett, & Logan (2006) – Ch. 8 – Client Satisfaction Studies

**Supplemental Readings**


**Unit 3: Methods & Designs for Evaluation Research – Weeks 8-11**

a. Qualitative methods
b. Single system research designs
c. Group research designs
d. Cost effectiveness and cost analysis

**Week 8: Qualitative Methods**

**Required Reading for Class Discussion**

Royse, Thyer, Padgett, & Logan (2006) – Ch. 4 – Qualitative Methods in Evaluation
Supplemental Readings

Week 9: Single System Research Designs
Required Reading for Class Discussion
Royse, Thyer, Padgett, & Logan (2006) – Ch. 6 – Single System Research Designs

Supplemental Readings

Week 10: Group Research Designs
Required Reading for Class Discussion
Royse, Thyer, Padgett, & Logan (2006) – Ch. 9 – Group Research Designs

Supplemental Readings

Week 11: Cost Effectiveness and Cost Analysis
Required Reading for Class Discussion
Royse, Thyer, Padgett, & Logan (2006) – Ch. 10 – Cost Effectiveness and Cost Analysis

Supplemental Readings

Unit 4: Measurement & Data Analysis – Weeks 12-13
a. Measurement tools and strategies
b. Univariate analysis
c. Bivariate analysis
d. Multivariate analysis
Week 12: Measurement Tools and Strategies  
**Required Reading for Class Discussion**  
Royse, Thyer, Padgett, & Logan (2006) – Ch. 11 – Measurement Tools and Strategies  
Royse, Thyer, Padgett, & Logan (2006) – Ch. 12 – Illustrations of Instruments  

**Supplemental Reading**  

Week 13: Data Analysis  
**Required Reading for Class Discussion**  
Royse, Thyer, Padgett, & Logan (2006) – Ch. 13 – Data Analysis  

**Supplemental Reading**  

Unit 5: Other Issues in Evaluation Research – Weeks 14, & 15  
  a. Politics of evaluation  
  b. Writing evaluation reports

Week 14: Politics and Pragmatic Issues  
**Required Reading for Class Discussion**  
Royse, Thyer, Padgett, & Logan (2006) – Ch. 14 – Pragmatic Issues  

**Supplemental Reading**  

Week 15: Writing Evaluation Reports  
**Required Reading for Class Discussion**  
Royse, Thyer, Padgett, & Logan (2006) – Ch. 15 – Writing Evaluation Proposals, Reports, and Journal Articles  

**Supplemental Reading**  