

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

**Evaluation of Social Work Practice and Programs
Course: 19:910:595 OL**

Term:
Instructor:
Email:
Office:
Office Hours:

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.

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

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. Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Enhanced Competency 4 for Clinical: Engage in Practice-Informed Research and Research-Informed Practice

Clinical social workers rely on the scholarly literature to guide their practice and are aware of the most current evidence-informed practices, including those that are anti-racist and focused on human rights and diversity, equity, and inclusion. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to diverse populations. Clinical social workers can use their knowledge and skills to critically evaluate existing research and their interventions with clients. Clinical social workers elicit feedback from clients and value their perspectives; they use this knowledge to improve treatment outcomes and modify case theory. Practitioners of clinical social work select interventions informed by existing research, previous experience, client feedback, and practice wisdom. Practitioners in clinical social work:

- Stay abreast of the most current advances in clinical theory, systemic approaches, anti-racist practices, literature on human rights, diversity, equity, and inclusion, as well as evidence-informed practice in social work and allied professions.
- Engage in reasoned discernment to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations.
- Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions, attending to the way these intersect with their clients' needs.
- Effectively communicate and disseminate practice evaluation results to an intended audience.

Enhanced Competency 4 for MAP: Engage in Practice-Informed Research and Research-Informed Practice

Social work practitioners engaged in management and policy recognize the value of adapting evidence-informed programs and services for the organizations and communities in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they serve, and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers practicing in management and policy positions use research conducted by their staff, or appropriate and qualified third parties, to contribute to the body of knowledge on evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organizations. Social workers engaged in management and policy practice can reflect on the processes used to collect and analyze data from evaluations and can present these findings in a non-judgmental manner to board members and other constituents. Practitioners of Social Work in Management and Policy:

- Locate, identify and, if appropriate, adapt evidence-informed programs, practices, and policies to the organizational, community, and policy settings in which they serve;
- Support research and evaluation conducted on current programs, services, or policies operated by organizations and communities in a

manner that adheres to best practices of informed consent of subjects and the protection of human subjects, and does not otherwise interfere with the quality and accessibility of other programs or services; and

- Apply current research and evaluation literature to inform practices and policies in a manner consistent with the mission, vision, and values of the organization.

Enhanced Competency 9 for Clinical: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers value empirically derived evaluation of practice and assure that it is an ongoing component of advanced practice with diverse individuals, families, groups, organizations, and communities. Clinical social workers recognize the critical need to use client feedback to evaluate clinical processes and outcomes with diverse populations. Clinical social workers understand theories of human behavior and the social environment, the systematic effects of white supremacy, racism, and other forms of oppression and marginalization on the well-being of clients, and critically apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, use appropriate methods for evaluating practice, and rely upon the scholarly literature to guide their evaluation processes. Clinical social workers also recognize that evaluating practice means examining barriers to effective treatment including, but not limited to, countertransference, systems- and community-knowledge, and client satisfaction. Practitioners in clinical social work:

- Select and use appropriate methods for evaluation of intervention outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, human rights approaches, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks when evaluating clients and program outcomes.
- Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design.
- Evaluate programs to assess their effectiveness in meeting client and community needs.
- Apply social work ethics in evaluating their own practice.
- Demonstrate a humanistic and culturally-responsive approach when designing research projects or evaluation studies.

Enhanced Competency 9 for MAP: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice must understand the value, importance, and methods of evaluation of interventions with individuals, families, groups, organizations, and communities. They apply critical thinking to design, craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable about the existence of evidence-informed services and advocate for the use of these when appropriate. Social workers engaged in management and policy practice have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data and can present these findings in a non-judgmental manner to board members and other constituents. Practitioners of Social Work in Management and Policy:

- Can identify, critically assess, and employ various methods of program evaluation;
- Apply critical thinking with a social justice lens to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services; and
- Translate and present evaluation data to various stakeholders/audiences.

[Explore the entire set of 2022 CSWE competencies.](#)

V. Course Objectives

Upon completion of the course students will have beginning competence 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. Required Texts and Readings

Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach* (6th 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.

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 further instructions [please click here for a video tutorial](#)

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.

VII. Attendance and Participation

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VIII. Assignments and Grading

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

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 (7th 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. **One Final Quiz** will be given at the end of the semester based on readings and lectures.

5. A short (10-15 min.) **presentation** based on your final paper.

Grading for this Course

• Participation & discussion	10%*
• Completion of exercises	10%
• IRB case	10%
• Final quiz	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.*

IX. COURSE OUTLINE

UNIT 1: OVERVIEW OF GENERALIST SOCIAL WORK PRACTICE

Module 1: What is Program Evaluation?

Learning Objectives:

- Define program evaluation and its importance for social work practice.
- Describe some motivations for program evaluation.
- Demonstrate knowledge of ethical guidelines for program evaluation.
- Demonstrate understanding of culturally responsive evaluation.

Reading:

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 1: Introduction
 - Ch. 2: Ethical Issues in Program Evaluation
- Hood, S., Hopson, R. K., Kirkhart, K. E. (2015). Culturally responsive evaluation: Theory, practice, and future implications. In Newcomer, K. E., Hatry, H. & Wholey, J. S. (Eds.), *Handbook of practical program evaluation* (4th ed., pp. 281-31). <https://nasaa-arts.org/wp-content/uploads/2017/11/CRE-Reading-1-Culturally-Responsive-Evaluation.pdf>

Suggested Readings:

- Gambrill, E. (2015). Avoidable Ignorance and the role of Cochrane and Campbell reviews. *Research on Social Work Practice*, 25(1) 147-163.
- 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.
- Wakefield, J. C., & Kirk, S. A. (1996). Unscientific thinking about scientific practice: Evaluating the scientist-practitioner model. *Social Work Research*, 20(2), 83-95.

Assignment:

- **IRB Case & Quiz**
- **Concentration**
- **Discussion: Importance of Program Evaluation**

Module 2: Types of Evaluations: Single-System Evaluations (1)

Learning Objectives:

- Identify types of single-system designs.
- Apply principles of single-system designs.
- Demonstrate ability to conduct a single-system research evaluation project.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 6: Single System Research Designs
- Cooper, M. G. (2006). Integrating single-system design research into the clinical practice class. *Journal of Teaching in Social Work*, 26(3-4), 91-102.

Suggested Readings:

- Swank, J.M., Shin, S.M., Cabrita, C., Cheung, C., & Brittany Rivers, R. (2015). Initial investigation of nature-based, child-centered Play Therapy: A Single-case design, *Journal of Counseling & Development*, 93(4), 440-450.

Assignment:

- **Single-System Evaluation Exercise**

Module 3: Types of Evaluations: Single-System Evaluations (2)

Learning Objectives:

- Identify types of single-system designs.
- Apply principles of single-system designs.

- Demonstrate ability to conduct a single-system research evaluation project.

Reading

Required Readings:

- Rodgers, A.Y., & Potocky, M. (1997). Evaluating culturally sensitive practice through single-system design: Methodological issues and strategies. *Research on Social Work Practice*, 7(3), 391-401.
- Blythe, B. J., & Rodgers, A. Y. (1993). Evaluating our own practice: Past, present, and future trends. *Journal of Social Service Research*, 18(1-2), 101-119.
- Ray, D.C. (2015). Single-case research design and analysis: Counseling applications. *Journal of Counseling & Development*, 93(4), 394-402.

Assignment:

- **Single-System Evaluation Milestone**

Module 4: Types of Evaluations: Needs Assessments

Learning Objectives:

- Describe types of needs assessment approaches.
- Apply principles of needs assessments to evaluating community/agency needs.
- Demonstrate ability to conduct a needs assessment.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 3: Needs Assessment

Suggested Readings:

- Calheiros, M. & Patrício, J. (2014). Assessment of needs in residential care: Perspectives of youth and professionals. *Journal of Child & Family Studies*, 23(3), 461-474.
- Ellison, Marsha L.E., Mueller, L., Smelson, D., Corrigan, P. W., Stone, R.A.T., Bokhour, B.G., Najavits, L.M., Vessella, J.M., & Drebing, C. (2012). Supporting the education goals of post-9/11 veterans with self-reported PTSD symptoms: A needs assessment. *Psychiatric Rehabilitation Journal*, 3(3), 209-217.
- Felke, T. (2018). The use of geographic information systems for social work education, research, and practice. In L. Goldkind, L. Wolf, & P.P. Freddolino (Eds), *Digital social work: Tools for practice with individuals, organizations, and communities* (pp.145-167). Oxford University Press.

- Molla, Y. B., Rawlins, B., Makanga, P. T., Cunningham, M., Ávila, J. E. H., Ruktanonchai, C. W., ... & Matthews, Z. (2017). Geographic information system for improving maternal and newborn health: recommendations for policy and programs. *BMC Pregnancy and Childbirth*, 17(1), 1-7.

Assignment:

- **Team formation for the Program Evaluation Project**
- **Discussion: Documenting a Social Service Need**

Module 5: Types of Evaluations: Formative and Process

Learning Objectives:

- Differentiate between formative and process evaluations.
- Develop and utilize a client path flow chart and logic model to understand agency processes.
- Demonstrate the ability to write program goals and objectives.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 5: What are Formative and Process Evaluation

Suggested Readings:

- Akin, B.A., Bryson, S.A., Testa, M.F., Blasé, K.A., McDonald, T., & 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. *Evaluation and Program Planning*, 41, 19–30.
- Rowan, M.S., Mason, M., Robitaille, A., Labrecque, L., & Tocchi, C.L. (2013). An innovative medical and dental hygiene clinic for street youth: Results of a process evaluation. *Evaluation and Program Planning*, 40, 10–16.
- Gervais, C., de Montigny, F., Lacharite, C., & Dubeau, D. (2015). The Father Friendly Initiative within Families: Using a logic model to develop program theory for a father support program. *Evaluation and Program Planning*, 52, 133–141.
- Savaya, R. & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. *Administration in Social Work*, 29(2), 85-103.

Assignment:

- **Program Level Evaluation Milestone 1: Logic Model and Client Path Flow**

Module 6: Types of Evaluations: Client Satisfaction Studies & Cost Approaches

Learning Objectives:

- Describe positive and negative aspects of client satisfaction studies.
- Explain recommendations for conducting well-designed client satisfaction studies.
- Compare the types of cost approach to evaluation.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 7: Client Satisfaction Studies
 - Ch. 10: Cost Effectiveness and Cost Analysis

Suggested Readings:

- Fraser, M.W., & Wu, S. (2016). Measures of consumer satisfaction in social welfare and behavioral health: A systematic review. *Research on Social Work Practice*, 26(7), 762-776.
- Kuklinski, M.R., Briney, J.S., Hawkins, J.D., & Catalano, R.F. (2012). Cost-benefit analysis of communities that care outcomes at eighth grade. *Prevention Science*, 13, 150–161.
- Cost analysis in program evaluation (Part I) <https://www.youtube.com/watch?v=-BP0BcfTjyw>
- Cost analysis in program evaluation (Part II) <https://youtu.be/KKDzm4Wb3DI>

Assignment:

- **Program Level Evaluation Milestone 2: Evaluation Research Question and Hypothesis**

Module 7: Types of Evaluations: Outcome Evaluation & Group Research Designs

Learning Objectives:

- Recognize types of group research designs.
- Describe threats to internal validity.
- Apply group research designs to outcome evaluations.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 9: Group Research Design

Suggested Readings:

- Holosko, M.J. (2010). What types of designs are we using in social work research and evaluation? *Research on Social Work Practice*, 20(6) 665-673.
- Jaccard, J., & Bo, A. (2018). Prevention science and child/youth development: Randomized explanatory trials for integrating theory, method, and analysis in program evaluation. *Journal of the Society for Social Work and Research*, 9(4), 651-687.

- Coalition for Evidence-Based Policy (2014). Which Study Designs Are Capable of Producing Valid Evidence About A Program's Effectiveness? Author. <http://files.eric.ed.gov/fulltext/ED558064.pdf>.

Assignment:

- **Discussion: Research Designs**

Module 8: Writing Evaluation Reports

Learning Objectives:

- Demonstrate knowledge of APA style and use of good writing style.
- Recognize the elements of an evaluation report.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 14: Writing Evaluation Proposals, Reports, and Journal Articles
- Bronstein, L.R. & Kovacs, P.J. (2013). Writing a mixed methods report in social work research. *Research on Social Work Practice*, 23(3), 354-360
- 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).
- Patterson, D. A., & Basham, R. E. (2003). Visualizing change: Spreadsheets and graphical representation across domains in human service practice. *Journal of Technology in Human Services*, 21(4), 1-16.

Suggested Readings & Resources:

- How to format your paper in APA style: <https://www.youtube.com/watch?v=VEqRqSsNDjc>
- In-text citations made easy (APA 7th edition format): <https://www.youtube.com/watch?v=RWZCXPoBo-k>

Assignment:

- **Single-System Evaluation Paper**

Module 9: Qualitative and Mixed Methods

Learning Objectives:

- Describe qualitative methods commonly used in evaluation studies.
- Demonstrate ability to apply a mixed-methods design in an evaluation project.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an*

evidence-based approach (6th ed.). Belmont, CA: Wadsworth Cengage Learning.

- Ch. 4: Qualitative & Mixed Methods in Evaluation

Suggested Readings:

- Teater, B.A. (2011). A qualitative evaluation of the Section 8 Housing Choice Voucher Program: The recipients' perspectives. *Qualitative Social Work*, 10(4), 503–519.
- Redfern, J., Santo, K., Coorey, G., Thakkar, J., Hackett, M., Thiagalingam, A., & Chow, C. (2016). Factors influencing engagement, perceived usefulness and behavioral mechanisms associated with a text message support program. *PLoS ONE* 11(10):e0163929.

Module 10: Sampling

Learning Objectives:

- Distinguish between nonprobability and probability sampling.
- Describe types of sampling methods.
- Design a sampling strategy for program evaluation.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 8: Sampling

Suggested Readings:

- Miller, P.G., Johnston, J., Dunn, M., FRY, C.L., & Degenhardt, L. (2010). Comparing probability and non-probability sampling methods in ecstasy research: Implications for the internet as a research tool. *Substance Use & Misuse*, 45, 437–450.
- Pettus-Davis, C., Grady, M.D., Cuddeback, G.S., & Scheyett, A. (2011). A practitioner's guide to sampling in the age of evidence-based practice: Translation of research into practice. *Clinical Social Work Journal*, 39(4), 379-389.
- Solomon, P., Cavanaugh, M.M., & Draine, J. (2009). *Randomized controlled trials: Design and implementation for community-based psychosocial interventions*. NY: Oxford University Press. Portion of Chapter 6: Use of computer technology for recruitment and tracking (pp. 147-157).
- Kingsley, C., Goldsmith, S., Goldkind, L., & Wolf, L. (2018). Getting big data to the good guys: The promises and challenges of San Francisco's shared youth database. In L. Goldkind, L. Wolf, & P.P. Freddolino (Eds), *Digital social work: Tools for practice with individuals, organizations, and communities* (pp.129-144). Oxford University Press.

Assignment:

- **Program Level Evaluation Milestone 3: Sampling**

Module 11: Measurement Instruments and Strategies

Learning Objectives:

- Identify ways that reliability and validity of measurement instruments can be measured.
- Identify reliable, valid, and culturally appropriate instruments to measure program outcome.
- Construct and/or appraise a questionnaire.
- Identify where to find appropriate research instruments.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 11: Measurement Tools and Strategies
 - Ch. 12: Selecting the Best Evaluation Measure for Your Project

Suggested Readings & Resources:

- Braverman, M.T. (2013). Negotiating measurement: Methodological and interpersonal considerations in the choice and interpretation of instruments. *American Journal of Evaluation*, 34(1) 99-114
- Cassidy, M.A., Lawrence, E.C., Vierbuchen, C.G., & Konold, K. (2013). Family Inventory of Resources and Stressors: Further examination of the psychometric properties. *Marriage & Family Review*, 49, 191–211.
- Hayes, E-R, & Swim, J.K. (2013). African, Asian, Latina/o, and European Americans' responses to popular measures of sexist beliefs: Some cautionary notes. *Psychology of Women Quarterly*, 37(2) 155-166.
- Rutgers Univ. library: <http://libguides.rutgers.edu/content.php?pid=363058&sid=2976215>

Assignment:

- **Discussion: Instrument Evaluation**

Module 12: Data Analysis (1)

Learning Objectives:

- Demonstrate ability to identify appropriate statistical analysis approaches for a program evaluation project.
- Demonstrate ability to perform simple statistical analyses using a software program.
- Demonstrate ability to interpret results of simple statistical analyses.

Reading

Required Readings:

- The Pell Institute: Evaluation Toolkit: Analyze Data:

<http://toolkit.pellinstitute.org/evaluation-guide/analyze/>

- Trochim, William M. The Research Methods Knowledge Base: Analysis, 2nd Edition: <http://www.socialresearchmethods.net/kb/analysis.php>

Resources about JASP:

- JASP statistics program manuals: <https://jasp-stats.org/jasp-materials/>
- Mac Installation Guide: <https://jasp-stats.org/installation-guide/>
- Web browser version:
 - How to open JASP web browser version through rollApp: <https://www.youtube.com/watch?v=4lCuJrnzC5M>
 - How to access data in JASP when using rollApp (need to link to a cloud drive): <https://www.youtube.com/watch?v=CnQOi0-x9jg>
- Video Resources on using JASP for data analyses (see Canvas Course Page)

Assignment:

- **Data Analysis Exercise**

Module 13: Data Analysis (2)

Learning Objectives:

- Demonstrate ability to identify appropriate statistical analysis approaches for a program evaluation project.
- Demonstrate ability to perform simple statistical analyses using a software program.
- Demonstrate ability to interpret results of simple statistical analyses.

Reading

Required Readings:

- Patel, K., Auton, M.F., Carter, B., Watkins, C.L., Leathley, M.J., Thornton, T., Lightbody, C.E., & Hackett, M. (2016). Parallel-serial memoing: A novel approach to analyzing qualitative data. *Qualitative Health Research*, 26(13), 1745-1752.
- McCarthy, C.J., Whittaker, T.A., Boyle, L.H. & Eyal, M. (2017). Quantitative approaches to group research: Suggestions for best practices, *The Journal for Specialists in Group Work*, 42(1), 3-16.

Resources about JASP:

- Video Resources on using JASP for data analyses (see Canvas Course Page)

Assignment:

- **Program Level Evaluation Milestone 4: Data Analysis**

Module 14: Issues in Evaluation

Learning Objectives:

- Identify threats to treatment fidelity.
- Describe political pressures associated with evaluations.
- Recognize culturally responsive evaluations.

Reading

Required Readings:

- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
 - Ch. 13: Pragmatic Issues
- Dettlaff, A.J. & Fong, R. (2011). Conducting culturally competent evaluations of child welfare programs and practices. *Child Welfare*, 90(2), 49-68.

Suggested Readings & Resources:

- Sloboda, Z., Stephens, P., Pyakuryal, A., Teasdale, B., Stephens, R.C., Hawthorne, R.D., Jesse Marquette, J., & Williams, J.E. (2009). Implementation fidelity: the experience of the Adolescent Substance Abuse Prevention Study, *Health Education Research*, 24(3), 394- 406.
- Thomas, V. G., Madison, A., Rockcliffe, F., DeLaine, K., & Lowe, S. M. (2018). Racism, social programming, and evaluation: Where do we go from here?. *American Journal of Evaluation*, 39(4), 514-526.

Assignment:

- **Final Quiz**
- **Discussion: Treatment Fidelity**

Module 15: Program Evaluation Presentation

Learning Objectives:

- Demonstrate ability to integrate readings, lectures, and critical thinking into a program evaluation paper and used it to create a presentation.
- Present an evaluation report through video and/or narrated PowerPoint slides.

Assignment:

- **Self-Assessment**
- **Program Evaluation Paper**
- **Program Evaluation Presentation**

