ALABAMA STATE UNIVERSITY

Office of Academic Affairs
College of Liberal Arts and Social Sciences
Department of Social Work

Course Prefix and Number: SWK 601

Course Title: SOCIAL WORK ADVANCE RESEARCH & PROGRAM EVALUATION

Credit Hours: 3

Course Description
This course focuses on the development of a foundation of methods, knowledge and skills necessary for culturally competent, recovery-oriented clinical social work practice across populations and mental health practice settings. Students will continue their examination of client problems within the context of the person and environment with specific attention to mental health agency settings. Students will strengthen engagement, assessment, planning, goal setting, interventions and evaluation skills as they apply to direct and indirect practice with persons in mental health settings.

Support from individual and community human behavior courses will provide a knowledge base for examining normal developmental stages of persons with emphasis on strengths and challenges experienced within the family, the work environment, and the community. Policy content will be infused throughout the course as we examine specific laws and programs that affect services for mental health care and mental health programming for adults. Finally, knowledge of research will be strengthened as student's critique and apply empirically based intervention strategies to their work.

Course Prerequisites
PRE-REQUISITIES: SWK 506- Intermediate Research or equivalency

CO-REQUISITIES: SWK 602- Integrative Seminar

Instructor Information
Name: Dawna Nelson, PhD
Office Location: Abernathy, Room 326
Email Address: dnelson@alasu.edu
Telephone Number: 334-604-8445

Office Hours: Tuesday and Thursday from 9:30-2:30

Course Information
Course Modality: Hybrid
Meeting Day(s): Monday
Meeting Time(s): 5:30-8:15 pm
Class Location: Abernathy 203

Required Course Materials
The books required for this class are:

Royce, D., Thyer B., and Padgett, D. (2016). Program evaluation: An introduction (6th ed.). Cengage Learning.

American Psychological Association (APA). (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Selected required and recommended readings listed in the bibliography will be assigned during the semester.

Course Objectives

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

CORE COMPETENCIES

CSWE Competencies & PB	Course Objective
CO 3 **PB A** **CO 4** **PB A B** **CO 9** **PB A B**	Promote the utilization of methods of scientific inquiry in general problem-solving and practice evaluation activities with individuals, families, groups, organizations, and communities

CO 1 **PB A D** **CO 3** **PB A** **CO 4** **PB A B**	Demonstrate scientific attitudes and make objective assessment of issues and problems confronting contemporary society from the social work values and ethical perspective
CO 4 **PB A B** **CO 7** **PB A** **CO 9** **PB A B**	Demonstrate an understanding of and ability to implement the research process from the formulation of a research problem through data collection, analysis and interpretation
CO 3 **PB A**	Promote and emphasize diversity issues with respect to ethnicity, gender, mental and physical disabilities, sexual orientation, age and social class.
CO 4 **PB A B** **CO 9** **PB A B**	Demonstrate an understanding of the basic concepts and processes related to research instruments and survey research
CO 4 **PB A B** **CO 7** **PB A** **CO 9** **PB A B**	Demonstrate an understanding of the link between social research and social work practice and their parallel paths in approaching a problem, particular the qualitative methods of evaluating practice with individuals, groups, families, and communities

Student Learning Outcomes
CSW EPAS Competencies

The course primarily aims to help students acquire appropriate knowledge and skills through an evidence-base knowledge that encourages formative and summative evaluation, and which subscribes to best practices in the field in order to:

Competency	Practice Behavior (PB)
EP 1-Demonstrate Ethical and Professional Behavior	**PB a: make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;** **PB b: demonstrate professional behavior; appearance; and oral, written, and electronic communication;**
EP 3- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)	**PB A: demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and**
EP 4 - Engage in Practice-Informed Research and Research-Informed Practice	**PB a: apply research findings to inform and improve practice, policy, and programs; and** **PB b: identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.**

EP 7- Assess Individuals, Families, Groups, Organizations , and Communities	**PB a: Apply theories of human behavior and person-in-environment as well as other culturally responsive and interprofessional conceptual frameworks when assessing clients and constituencies.**
EP 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**Pb a: Select and use culturally responsive methods for evaluation of outcomes** **PB b: Critically analyze outcomes and apply evaluation findings to improve practice effectives with individuals, families, groups, organizations, and communities.**

Method of Communication

Lectures from textbook and articles provided by the instructor. This will be an interactive course. The instructor will provide supportive materials as required.

This is a hybrid course. Students are expected to attend and participate in all synchronous and asynchronous online sessions as well as attend in person classes. Students will be expected to complete periodic assignments as assigned. These assignments may include additional reading assignments, worksheets, chapter quizzes, discussion board posts, and other learning assessments. These assignments contribute to student's learning via participation. Each student is expected to take notes as he/she reads in order to retain the material for class discussions.

Reading assignments should be completed before each designated class period. Students should be fully prepared to participate in classroom discussions based upon the assigned readings.

- Class attendance is expected. Attendance will be taken each class session. You must be present to participate.
- Attend class on time.

- Ask questions. Active participation in the learning process is expected.

Course Evaluation

A. Evaluation Methods

Students are expected to demonstrate their progress in basic comprehension and integration of the course material through class assignments, i.e., papers, presentations, exams and discussions.

B. Grading Basis

Assignment	Competency	Practice Behaviors	Points
Midterm Quiz	**1** **3** **4** **7** **9**	**PB a PB b** **PB b** **PB a PB b** **PB a PB b** **PB a PB b**	**40**
Program Evaluation Proposal Part I	**1** **3** **4** **7** **9**	**PB a PB b** **PB b** **PB a PB b** **PB a PB b** **PB a PB b**	**60**
Program Evaluation Part II	**1** **3** **4** **7** **9**	**PB a PB b** **PB b** **PB a PB b** **PB a PB b** **PB a PB b**	**40**
Final Program Evaluation Proposal with IRB Application:	**1** **3** **4** **7** **9**	**PB a PB b** **PB b** **PB a PB b** **PB a PB b** **PB a PB b**	**30**
Participation			**30**
TOTAL POINTS			**200**

C. Grading Scale:

A =	90-100%	or	180-200
B =	89-80%	or	160-179
C =	79-70%	or	140-159
D =	69-60%	or	120-139
F =	59% - below		119.

D. Assignments

1. Midterm Quiz

Examination must be taken at the scheduled time, unless there is prior approval by the Instructor or due to illness or an emergency documented in writing. Unexcused failure to take an examination will result in a grade of zero for that examination. All stated assignments and examinations will be counted in determining the final grade.

Program Evaluation Proposal Parts I and II

Students will propose and conduct a program evaluation in conjunction with their field placement. This collaboration allows students to apply classroom-based knowledge acquisition to an actual practice setting. Weekly activities done in conjunction with the field supervisor will assist with the identification and planning of an area of evaluation. Students are provided additional information from the Director of Field regarding the number of hours they are permitted to count towards demonstrating mastery of Competency 4 and 9 in relation to the development of the proposal. Students will develop a proposal as a part of the SWK 601 required coursework. They will then conduct the evaluation and share the results in a manner determined by the Field team. Data collection and analysis will not begin until students have completed the proposal in Week 12. Once the proposal has been approved, students will begin collecting and analyzing data independent of this course.

2. **Program Evaluation Proposal Part I**

In this section of the proposal you will include the introduction and the literature review. The introduction should have the following.

Introduction**:** Introducing the reader to the subject of discussion.

Purpose: Describes why an evaluation or problem is being proposed including your research questions (exploratory) or hypothesis (explanatory)

Literature review: The purpose of the literature review is to demonstrate your ability to research and synthesize scholarly literature and present results in a clear, systematic

fashion. You must also demonstrate your ability to critically analyze various positions, compare and contrast strengths and weaknesses of extant evidence.

Theory: Explain the theoretical framework that guides your study.

3. Program Evaluation Proposal Part II

In this section of the proposal, you will include the methodology. The methodology should have the following.

Participants

This section should include the following elements: (a) the target population or sample (to which it is hoped the findings will be applicable) should be defined, consistent with the Statement of the Problem and the Research Question(s) sections; (b) the population from which the sample will actually be drawn should be specified (this should also include demographic information such as age, gender, and ethnicity); and (c) procedures for selecting the sample should be outlined, including justification for the sampling method (i.e., sampling procedure).

Instruments

This section will detail each data-collection instrument (including interview guides). The relevant information pertaining to each instrument should include (a) the source or developers of the instrument, (b) validity and reliability information, and (c) other salient information (e.g., number of items in each scale, subscales).

Procedures

Design. The *design* is the actual structure or framework that provides the "when," or time in which data will be collected (e.g., correlational approach with a predictive design). The specific type of design should be discussed and supported with a citation.

Data collection procedures. Detail how the data will be collected (i.e., the methodological steps). Write this section in future tense. Convert to past tense where appropriate once data have been collected. The Procedures section is based directly on the research questions and the design of choice (i.e., this is the "how to" section of the examination) and should be written step by step in a linear fashion with a timeline. Steps pertaining to the *control* of issues related to internal and external validity should be discussed here.

Data analysis procedures. Indicate the appropriate data analyses that will be used in the investigation. These data analyses should be based on the research questions and the research design selected for the study. Specify the procedures for reducing and coding the data. For quantitative studies, subsequent data analyses should include summary descriptive statistics and inferential statistical tests (e.g., independent or dependent *t* test, ANOVA, and chi-square). For qualitative studies, the procedures to be followed for the analyses must also be addressed.

4. Final Program Evaluation Proposal with IRB Application

The student will be expected to complete ASU IRB application and turn in the forms to the instructor. The forms are found in Blackboard. Sample for application is also on Black Board and must be completed.

1. The entire program evaluation paper; well put together.
2. Research Protocol Review Form (All signatures included and all sections completed)
3. CITI Program Coursework Requirement Report*
4. Consent Form

*****Students should have completed the required on-line ethics-training course in SWK 501 Intermediate Research or SWK 450 Applied Research. (**Competency 1: a-c)**. If you have not completed this training within the last 5 years, **this training must be completed an).**

Course Feedback

As a student, you benefit from feedback. Through constructive, personalized insights you can understand your strengths and areas for improvement, which guides learning and boosts motivation. Feedback is important to your personal and academic growth. Thus, you can expect timely and meaningful feedback from me. The phrase "timely" varies based on the assignment type:

For Discussions, you can expect feedback within 7 days;
For Short Writing Assignments (i.e., less than 9 pages), you can expect feedback within 7 days;
For Long Writing Assignments (i.e., 10 or more pages), you can expect feedback within 14 days.

Course Map

	Topic	Course Objectives and Student Learning Outcomes	Learning Materials	Activities	Assessments
Week 1 January 12 In-person	Intro to course The Importance of Program Evaluation Process versus Formative evaluation		Royse Chapter 1	Lecture Complete Prepare for Supervisor Interview activity	
Week 2 January 19 MLK DAY Asynchronous virtual	Ethical Issues in Program Evaluation		Royse Chapter 2	Complete and submit field instructor interview Schedule PEP planning consultation with field instructor and Dr. Nelson Submit copy of ethics training	
Week 3 January 26 Synchronous virtual	Qualitative and Mixed Methods in Evaluation		Royse Chapter 4	Schedule PEP planning consultation with field instructor and Dr. Nelson	
Week 4 February 2 In-person	Single System Research Designs		Royse Chapter 6	Complete consultation before February 4 Begin drafting part 1	
Week 5 February 9	Conducting formative and		Royse chapter 5, 14	Begin drafting Part 1	

Asynchronous Virtual	process evaluations				
Week 6 February 16 In-person	Client Satisfaction Peer review		Royse chapter 7	Bring Rough draft of Part 1 for peer review	
Week 7 February 23 Asynchronous Virtual	Sampling		Royse chapter 8		Part 1 due
Week 8 March 2 In-person	Measurement tools and strategies		Royse chapter 11 Royse chapter 12		
Week 9 March 9 In-person	MIDTERM				Midterm
Week 10 March 16	SPRING BREAK		NA		
Week 11 March 23 In-person	Part 2 Peer Feedback presentations			Bring rough draft of part 2 for peer review presentations	
Week 12 March 30 Synchronous virtual	Group Research Designs		Royse chapter 9	Royse chapter 10	Part II due
Week 13 April 6 Synchronous virtual	Pragmatic Issues			Royse chapter 13	
Week 14 April 13 In-person	Data Analysis				Program Eval proposal with IRB app due
Week 15 April 20 Asynchronous Virtual	Writing Evaluation Proposals, Reports, and Journal				
April 27	Finals Week				
16	NA				

Attendance Policy

Class attendance is critical to the educational process; therefore, each student is expected to attend all lectures, seminars, laboratories, and field work for each registered class, including the first-class session, in order to verify registration with instructors and to complete all work assigned for the course. Failure to attend class(es) may seriously jeopardize a student's academic standing and prevent students from attaining their academic goals. If a student does not attend class during the two weeks (first ten instructional days) of the semester and does not give prior notification to the instructor of reasons for absence and intent to attend the class, the student will be dropped from the course. Students who have registered for an online class can log into the University Learning Management System to confirm attendance and demonstrate active engagement in an academically related activity, such as contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

It is the student's responsibility to withdraw from the university or drop a course.

Academic Dishonesty

An important goal of Alabama State University is to prepare students as effective and productive professionals and citizens in society. Through an academic environment conducive to free and open discourse, inquiry and expression, this goal can be achieved. Academic dishonesty is a serious offense which is against the important principle of scholarship. Furthermore, academic dishonesty works against the development of students' intellectual abilities; it will not be tolerated by the university. Academic dishonesty includes but is not limited to the following:

- Academic dishonesty during examinations shall mean referring to information in any form which is not specifically condoned by the instructor in charge of the examination. This includes oral or written information from a fellow student includes oral, written, or digital information from a fellow student or electronic device. Academic dishonesty shall include stealing, buying, selling, or transmitting a copy of any examination or test before or after it has been administered.
- Plagiarism shall include the use of material from printed sources without identification of the sources or permitting another person to compose or rewrite a student's assignment.
- Academic dishonesty is a serious offense which is against the important principle of scholarship. Furthermore, academic dishonesty works against the development of students' intellectual abilities; it will not be tolerated by the University.

Academic dishonesty includes but is not limited to the following:

1. **Cheating**
    a. submitting material that is not yours as part of your course performance;
    b. using information or devices that are not allowed by the faculty;
    c. obtaining and/or using unauthorized materials;

d. fabricating information, research, and/or results;
e. violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation
f. collaborating with others on assignments without the faculty's consent;
g. cooperating with and/or helping another student to cheat; h. demonstrating any other forms of dishonest behavior.

2. **Plagiarism**
    a. directly quoting the words of others without using quotation marks or indented format block quotations to identify them;
    b. using sources of information (published or unpublished) without identifying them;
    c. paraphrasing materials or ideas without identifying the source;
    d. unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
    e. resubmission of material without prior approval.
3. **Fabrication**
    a. Intentional falsification or invention of any information or citation in an academic exercise.

Artificial Intelligence

Alabama State University strictly prohibits the use of AI or any automated means in violation of academic integrity and plagiarism policies. All students, faculty, and staff are expected to produce original work, and any attempt to employ AI to circumvent this expectation will result in consequences to include disciplinary actions based on the University policy. Upholding the principles of honesty, ethics, and individual effort is paramount at our institution. (see *ASU's Artificial Intelligence Use Policy*)

Insert your A.I. Use statement here.

Faculty integrating AI tools into their courses must include a concise AI Policy Use Statement on their syllabi. This statement should outline the purpose, scope, restrictions, and guidelines for AI tool utilization within their courses. This statement should also delineate the rationale behind the required use of any AI tool, the specific technology requirements within the course, and the expectations for student engagement with AI technology.

Educational Accessibility and Accommodations

Educational accessibility is legally backed by the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act. The ADA prohibits discrimination based on disability, ensuring equal access to education. Section 508 mandates federal entities to make their electronic and information technology accessible to people with disabilities, promoting a sense of belonging in educational environments.

University Accommodation

Alabama State University values equal opportunities and respect for all individuals. We are committed to fostering a climate of mutual understanding and civility within our community. ASU recognizes that disability is a part of our community. Our aim is to create learning environments that are accessible, fair, welcoming, and open to all. If there are any barriers that prevent your full participation or accurate assessment due to your disability, please inform the Office of Accessibility and Veteran Affairs (OAVA) as soon as possible. Students with documented disabilities should provide this information to request reasonable accommodation. It is recommended to request accommodation at the start of each semester to support academic success, but accommodation can be requested at any time. Students may contact the office in person at the John G. Hardy Student Center- C1.58 or via email at disabilityservices@alasu.edu or by phone at (334) 229-5127, (334) 229-5134 for more information on academic adjustments or accommodations.

Alabama State University Office of Accessibility and Veteran Affairs

Students who need accommodation are asked to submit their application for accommodation to OAVA and to arrange an Intake Interview during office hours as soon as possible. If you have a conflict with the available office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail or phone at disabilityservices@alasu.edu or dsankey@alasu.edu; 334-229-5127 or 334-229-5134.

Accessibility of Online Learning Tools

In this course, we leverage several online learning tools and technologies. Below you will find information regarding their accessibility, ensuring that everyone can participate fully. Please refer to the following resources to understand each tool's compliance with accessibility standards:

- Canvas Learning Management System
  - Canvas Accessibility Standards
- Compatible Screen Readers: VoiceOver (Mac), JAWS (PC)
- Adobe Products
  - Here, you can find accessibility resources for Adobe Connect, Adobe Acrobat, and more.
- Apple Products
  - Here, you can find VPATs and accessibility features for Safari Web Browser, MacOS, and more.
- Microsoft Products
  - Learn about Section 508 compliance and Microsoft's accessibility features for Office, Teams, etc., at Microsoft Accessibility.
- Google Products

    - Here, you can find detailed VPATs and accessibility information for Google Chrome, Google Docs, and more.
- Mozilla Firefox
    - Access Firefox's Section 508 compliance information for versions 3.5 and up at Firefox Accessibility.

ASU Electronic Communications Policy

Alabama State University considers Electronic Communication an official method of communication. The University recognizes that it allows and promotes timely delivery of information to our students and assists us in achieving our strategic objective of linking students and faculty members and fellow students and staff. Students can expect important notices about deadlines, upcoming events, and other information to be sent electronically to their email and/or blackboard accounts. Students are expected to check their accounts daily for activity.

Computer accounts are available to all members of the Alabama State University student body, faculty, and staff, and are issued automatically to new students. Students holding computer accounts are required to follow all Alabama State University Policies and Procedures governing the use of Alabama State University computer resources. Computer use must be in accordance with all applicable laws, regulations, and policies.

Students are assigned a User ID and password for their personal use only and should not be known or used by any other person. Access to any university computer resources is a privilege granted by Alabama State University and account holders are solely responsible for the security of the assigned User ID(s) and password(s). In the event this security is compromised, the account holder must notify the Office of Technology Services (OTS). Account holders should understand that periodic audits of their activities on any Alabama State University computer resources may be made by the system administrator.

Students should be aware that information and communications they post on the Internet, including but not limited to social networks such as Instagram, Snap Chat, Twitter, Facebook.com, etc. and other internet message boards, forums, web pages and blogs are public in nature. Where information and communications posted in these manners violate the Student Conduct Code or provide information documenting a violation of the Student Conduct Code, such information or communications may be used in conduct proceedings. In particular, communications that violate the Student Conduct Code, such as threats and harassment, are violations whether they are transmitted in person, by phone, over the internet, or by any other means.

Privacy Policies

We take protecting and honoring your privacy very seriously at ASU. Please note that several software and technology materials are used on the course. Their privacy policies are noted below.

- Canvas (Instructure) Privacy Policy
- Adobe Privacy Policy
- Firefox Privacy Policy
- Google Product Privacy Guide (e.g., Chrome, Google Drive, YouTube)
- Microsoft Privacy Policy
- Apple Privacy Policy for software and devices

Addendum for All Hybrid, Hyflex, and Online Courses

Course Technology Requirements

List course specific technology requirements here that are NOT listed in the section below. If there are no additional course technology requirements, please list "None"

Computer Hardware and Software

To participate fully in online courses, you will need

- Access to a Windows or Macintosh desktop computer or laptop with internet access, sound, and speakers.
- Canvas Learning Management System (available through ASU's Hornets Access Single Sign On)
- Canvas Login via Hornets.alasu.edu
- Canvas Student Help is available at the Canvas Support Hotline 334-245-5068
- Respondus Lockdown Browser may be necessary. Please consult with the course instructor.
- Microsoft Office 365 Education
- Adobe Reader (for PDF files)
- Headset with microphone (or speakers and a microphone)

Confer with your course instructor about other requirements.

Recommended Web Browsers

For the best experience with Canvas, use the latest version of Google Chrome or Mozilla Firefox. Download and update instructions. Canvas supports mobile devices, but using a computer or laptop achieves full functionality.

- Download Google Chrome
- Update Google Chrome
- Download Mozilla Firefox
- Update Mozilla Firefox

Proctored Tests and Exams

Some courses require the use of some type of proctoring software. The instructor will notify you of this requirement. The university provides students with the Respondus Lockdown Browser. See instructions below for instructions in setting up your computer to use the LockDown Browser.

Using LockDown Browser and a Webcam for Online Exams

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. A student Quick Start Guide (PDF) is also available.

Then download and install LockDown Browser from this link: ASU Respondus Download Link for Students

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into ASU Blackboard, and select this course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Troubleshooting information can also be emailed to our institution's help desk.
- Exit the Help Center and locate the practice quiz named Insert the Practice Quiz Name and Location here.
- Upon completing and submitting the practice quiz, exit LockDown Browser.
- When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:
- Ensure you are in a location where you will not be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, other devices
- Before starting the test, know how much time is available for it, and that you have allotted sufficient time to complete it
- Remain at your computer for the duration of the test

If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test

To produce a good webcam video, do the following:

- Avoid wearing baseball caps or hats with brims
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) is likely to move
- If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window Remember that LockDown Browser will prevent you from accessing other

websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Academic Resources

ASU provides students with academic resources such as tutoring, final exam schedule, library services, and research services. HornetsWeb provides access to student services such as class schedules, grades, online registration, financial aid management, and transcript information.

ASU Student Support Services

Find information and support on advising, registration, and financial aid on the ASU Virtual Lines for students' webpage. You will also find links to the academic calendar under Academics on the webpage. Counseling Services provide individual and group counseling, and the crisis or psychological counseling program, and a 24/7 Crisis Center. A complete list of offered services is available on the UCC Services Website.

ASU Resources

- ASU Campus Police, (334) 229-4400,
- ASU VAWP (24-hour crisis line), (334) 229-6767,
- UCC Counseling Center, (334) 229-4382,
- ASU UCC Crisis Line (24/7), (562) 294-3575, Text Steve to 741741
- ASU Health Center, (334) 229-4436,
- For Any On-campus Emergencies, 911

Technical Support

The OTS Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at ASU. Please feel free to contact them via email at ots@alasu.edu, create a service request at service@alasu.edu or by telephone at (334) 229-4560.

Appendix

A: PEP Rubric

	Part I							
EPAS Competency		**PB**	**1 Greatly Below**	**2 Below**	**3 Meets**	**4 Exceeds**	**5 Greatly Exceeds**	**SCORE**
1	**Introduction**	**1B**						
7	**Item 1** *Introduction* Description of the problem: its context and significance 1-2 paragraphs – this is where you define the problem broadly, not all the specifics yet	**7A**						
	Purpose of the evaluation **Item 2** Complete overview of the problem/agency problem. Stats about the problem. (Why is it a problem? Who does it affect- individuals, racial groups, communities, etc.) – this is where you get specific about the problem. (3-4 paragraphs	**3A**						
4	Brief overview of agency and why evaluation is being completed (1 paragraph) Program description and purpose of the program evaluation. Statement of research question(s)/objectives	**4A**						
	3-7 paragraphs	**4B**						
4	**Literature Review** **Item 3**	**4A**						
		4B						

7	Empirical information on the general problem in program areas relating to effectiveness of service or intervention used. Demonstrate the connection of your evaluation (research questions) to the empirical research; gaps in the literature. Describe the question being asked; empirical, scientific literature related to the service population, the intervention and /or its efficacy. Consider ethical issues in the research review. 6-8 paragraphs	**7A**						
		7B						
3		**3A**						
7	**Theoretical Framework** **Item 4** Explain the theoretical framework that will guide your study. Why is it significant? What are the key concepts/terms that explain your research? 3-4 paragraphs	**7A**						
		7B						
Part I: 60 points		*Total:__ (out of 60 points)*						
		Part II						
			1 Greatly Below	**2 Below**	**3 Meets**	**4 Exceeds**	**5 Greatly Exceeds**	
7	**Methodology** **Item 5** **Item 6** *Design* Which design qualitative or quantitative will be used? b. Why this design? 1-2 paragraph (s)	**9A**						
		4B						
9	**Measurement** **Item 7** All variables conceptualized and operationalized b. Measures: Reliability and Validity c. Other supporting information about variables included? d. Include a copy of all measures in an appendix. 1-2 paragraph (s)	**9A**						
	Sample	**9A**						

	Item 8 Strategy explicitly named and explained/justified b. Inclusion or exclusion criteria							
	Procedures **Item 9** Informed consent procedures? Did you need permission from supervisors or stakeholders? b. What sources of data will be used? How will be data obtained? By Whom? When? c. Is study procedure clear and complete?	**9A**						
9	**Item 10** *Result/Findings* Data relative to the stated problem (s) or purposive and/or purpose of the hypothesis, research evaluation	**9B**						
EP: 2.1.9	**Item 11** *Discussion/Limitations/Conclusion* Possible issues that may influence results.	**9B**						
2	**Appendices** **Item 12** Copies of instruments, consent forms, IRB, Certificate and other materials included.	**NA**						
1	**APA** **Item 13** 12-Point Front, doubled-spaced pages using Time Roman & one-inch margins Plagiarism/ Citations/References	**1B**						
	Part II Worth 40 Total Points							
	100 TOTAL POINTS							
	FINAL GRADE							

B: PEP Fact Sheet for Field Supervisors


SWK 601 - PEP.pdf

C: Interview with Field Supervisor Instructions

Using the agency program identified in your assignment titled 'prepare for the interview with field supervisor' (in Week 2), interview your field supervisor and provide written responses.

Program Evaluation Questions to have answered by field supervisor:

1.
    1. How does the agency keep track of the number of clients served in the program?
    2. What data does the agency collect from program participants (e.g., intake forms, case notes, assessment measures, etc.)?
    3. Is there anything that you wish you knew more about how the program is implemented (for example, the way it is implemented including staffing, space, training, materials needed, etc.) or related to meeting the programs goals?
        - What does the agency need to know about ways to improve how the program is implemented?
        - What does the agency need to about whether the goals of the program were met?