

Syllabus

Course Overview

This course provides you with the opportunity to advance your knowledge in research methodology, data collection, and program evaluation in social work best practice. You will integrate research practice, knowledge, and theory with leadership methods and data processing and analysis to better understand the implications of quantitative, qualitative, and mixed methods data. You will also use and interpret various statistical procedures for analyzing quantitative and qualitative data using analytical software and applications.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths-based perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths-based perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor holds an introductory webinar during the first week of the course. This webinar introduces you to all aspects of your degree program and provides you opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the [Adobe Connect](#) technology tool, both to enable you to connect live (synchronously) and to view the recorded session afterwards. See the Unit 1 study entitled Introductory Webinar and Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor presents live (synchronous) webinars during several units of the course and holds office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and the Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to attend synchronous (live) and asynchronous (recorded) meetings via Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Behaviors, and Learning Outcomes

Note: EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's-level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

Educational Policy and Accreditation Standards Competency and Expected Learning Outcomes

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
<p>Competency 4</p> <p>Engage in practice-informed research and research-informed practice.</p>	<p>C4.SP.A</p> <p>Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.</p> <p>C4.SP.B: Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.</p>	<p>SPSS and Statistical Assignments</p> <p>Because this is an advanced statistics research course, there are various SPSS and statistical analysis assignments throughout the units. These assignments ask learners to create charts within SPSS based on various scenarios. Learners then analyze the results of their charts and discuss their findings with their classmates.</p> <p>This competency is measured through the following assignments and grading criteria:</p> <p>u02a1 - SPSS: Identifying and Inputting Variables</p> <ol style="list-style-type: none"> 1. Devise accurate SPSS datasets. 2. Enter appropriate statistical data that assists in program evaluation. 3. Describe and report the statistical method or test outcomes using the appropriate statistical method or test. 4. Apply critical thinking in verbal and written communication through the use of leadership and technology. <p>u02a2 - SPSS: Frequency Statistics</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
		<p>u03a1 - Measures of Central Tendency and Standard Deviation</p> <p>u04a1 - SPSS: Correlation</p> <p>u05a1 - SPSS: t Tests</p> <p>u06a1 - SPSS: Chi-Square Test</p> <p>u07a1 - SPSS: ANOVA</p> <p>u08a1 - Critiquing Single-Subject Designs</p> <p>u09a1 - SPSS: Single Linear Regression</p> <p>u10a1 - Critiquing Quantitative Research</p> <ol style="list-style-type: none"> 1. Devise accurate SPSS datasets. 2. Develop appropriate statistical tests and reports that assist in program evaluation. 3. Describe and report the statistical method or test outcomes using the appropriate statistical method or test. 4. Apply critical thinking in verbal and written communication through the use of leadership and technology. <p>u03a2: Research Literature Review</p> <p>In this assignment, learners develop literature reviews that create theoretical foundations for their</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
		<p>research evaluations and guide the development of the guiding research questions.</p> <p>This competency is measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Analyze the problem presented in the case study. 2. Assess the guiding practice theory base connected to the described problem. 3. Describe the program evaluation theory base connected to the proposed methodology. 4. Create a selective summary of empirical literature. 5. Develop a problem statement and guiding research question for the program evaluation. <p>u05a2: Program Evaluation and Methodology</p> <p>The purpose of this assignment is to learn how to use scientific methods to conduct a program evaluation using an appropriate methodology based on the provided scenario and data.</p> <p>This competency is measured through the following grading criteria:</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
		<ol style="list-style-type: none"> 1. Describe the program or service. 2. Develop a guiding research question or hypothesis for the chosen program evaluation methods. 3. Analyze different methods of program evaluation types and methodology to select the best method for the specific case study. 4. Describe the sample and the sampling method or methods. 5. Identify how data will be collected and the process for data collection. 6. Discuss ethical issues pertaining to the selected method of program evaluation. 7. Develop an informed consent form that is appropriate to the case study. <p>u07a2: Analysis Plan</p> <p>The analysis plan is an opportunity for learners to describe the statistical methods they are using to complete their program evaluations. As there are many methods to analyze data, learners should be sure that the tests they select are appropriate to both the scenarios and to their guiding research</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
		<p>questions. Learners should refer back to their methodology sections to ensure their analysis plans and methodologies align.</p> <p>This competency is measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Create a detailed analysis plan using the appropriate statistical techniques. 2. Evaluate data analysis tests to select appropriate tests pertinent to the sampling methodology and program evaluation design. 3. Evaluate the research assumptions that guided the selection of methodology and data analysis. 4. Develop an aligned research question and/or hypothesis relevant to the chosen program evaluation design. <p>u08a1: Critiquing Single-Subject Designs</p> <ol style="list-style-type: none"> 1. Critique single-subject designs. 2. Apply critical thinking in verbal and written communication through the use of leadership and technology.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
		<p>u09a2: Findings, Results, Discussion, and Recommendations</p> <p>After implementing their program evaluation methodologies and analyses, learners discuss the importance and meaning behind the results of their program evaluations.</p> <p>The competencies are measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Interpret the findings based on the program evaluation. 2. Evaluate the dataset provided. 3. Analyze the implications of the findings of the program evaluation. 4. Describe the impact of research limitations on the program evaluation. 5. Develop best practice recommendations based on the research findings. <p>u10a1: Critiquing Quantitative Research</p> <ol style="list-style-type: none"> 1. Critique quantitative research. 2. Apply critical thinking in verbal and written communication through the use of leadership and technology.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behavior	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment

Unit Assignments and Alignment to Competencies/Behaviors

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in nine areas. Specific core competencies are accomplished through course objectives stated in terms of underlying behaviors comprised by the competency standard. This course contributes to learners' mastery of the following specific core competencies through the respective practice behaviors and assignments:

Assignments/Learning Activity Weights		
Activity		Alignment to Competency/EPAS/ Behavior
1. Discussion Participation		Not Applicable
2. Unit Activities		
SPSS and Statistical Assignments Because this is an advanced statistics research course, there are various SPSS and statistical analysis assignments throughout the units. These assignments ask learners to create charts within SPSS based on various scenarios. Learners then analyze the results of their charts and discuss their findings with their classmates.		C4.SP.A, C4.SP.B
3. Program Evaluation Course Project Components		
u03a2: Research Literature Review In this assignment, learners develop literature reviews that create theoretical foundations for their research evaluations and guide the development of the guiding research questions.		C4.SP.A, C4.SP.B
u05a2: Program Evaluation and Methodology The purpose of this assignment is to learn how to use scientific methods to conduct a program evaluation using an appropriate methodology based on the provided scenario and data.		C4.SP.A, C4.SP.B
u07a2: Analysis Plan The analysis plan is an opportunity for learners to describe the statistical methods they use to complete their program evaluations. As there are many methods to analyze data, learners should be sure that the tests they select are appropriate to both the case study and to their guiding research questions. Learners should refer back to their methodology sections to ensure their analysis plans and methodologies align.		C4.SP.A, C4.SP.B
u09a2: Findings, Results, Discussion, and Recommendations		C4.SP.A, C4.SP.B

Activity		Alignment to Competency/EPAS/ Behavior
After implementing their program evaluation methodologies and analyses, learners are ready to analyze the results and findings. This should not be a simple repetition of analysis. Rather, learners discuss the importance and meaning behind the results of their program evaluations.		

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply leadership skills, decision making and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings. (C4.SP.A)
- 2 Apply leadership skills, decision making and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings. (C4.SP.B)
- 3 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. Headsets and webcams are available for purchase at the Capella University [Bookstore](#). Refer to the manufacturer's directions for installing and connecting the devices to your computer. Note: If you already have the following hardware, you do not need to purchase it.

Adobe Connect Hardware

- Headset with microphone
- Broadband Internet connection

Book

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage ISBN: 9781544318899.

Software

Capella University requires learners to meet certain minimum [computer requirements](#). Please note that some software required for a course may exceed these minimum requirements.

The following statistical analysis software is required to complete learning activities in this course. Refer to the [Statistical Software](#) page on Campus for general information on SPSS software, including the most recent version made available to Capella learners.

IBM SPSS Statistics **Standard** or **Premium** GradPack, version 24 or higher, for PC or Mac. Capella University arranges access to the more robust IBM SPSS Statistics **Premium** GradPack.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bowland, S., Edmond, T., & Fallot, R. D. (2012). [Evaluation of a spiritually focused intervention with older trauma survivors](#). *Social Work*, 57(1), 73–82.
- Bulanda, J. J., & McCreary, K. T. (2013). [The promise of an accumulation of care: Disadvantaged African-American youths' perspectives about what makes an after school program meaningful](#). *Child & Adolescent Social Work Journal*, 30(2), 95–118.
- Gliner, J. A., Morgan, G. A., & Harmon, R. J. (2000). [Single-subject designs](#). *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(10), 1327–1329.
- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). [Program evaluation for social workers: Foundations of evidence-based programs \(7th ed.\)](#). New York, NY: Oxford University Press.
- Whitfield, G. W. (1999). [Validating school social work: An evaluation of a cognitive-behavioral approach to reduce school violence](#). *Research on Social Work Practice*, 9(4), 399–426.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Patton, M. Q. (2003). [Qualitative evaluation checklist \[PDF\]](#). Retrieved from <https://www.wmich.edu/sites/default/files/attachments/u350/2014/qualitativeevalchecklist.pdf>
- Pell Institute. (n.d.). [Analyze qualitative data](#). Retrieved from <http://toolkit.pellinstitute.org/evaluation-guide/analyze/analyze-qualitative-data>

Suggested

Optional

Projects

Project >> Program Evaluation

Project Overview

In this course project, you will design a program evaluation in which you will demonstrate your application of the course competencies. You will use the [Teen Parenting Case Study \[PDF\]](#) to design the program evaluation that contains literature review, methodology, analysis, and results sections.

The course project consists of four assignment components. These components, listed below, are due in Units 3, 5, 7, and 9 throughout the 10-unit course.

- Unit 3: Research Literature Review.
- Unit 5: Program Evaluation and Methodology.
- Unit 7: Analysis Plan.
- Unit 9: Findings, Results, Discussion, and Recommendations.

Project Requirements

Your final paper should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.

- **APA formatting:** Resources and citations are formatted according to current [APA style and formatting](#) standards.
- **Resources:** A minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of 10 pages.

Unit 1 >> Overview of Social Work Practice, Accountability, and Advanced Statistics

Introduction

Social workers have an ethical obligation to ensure that clients receive quality services; therefore, we must develop skills in quality improvement, meaning that "... we must continually monitor and adjust (when necessary) our practices, both at the practitioner level and at the program level" (Grinnell, Gabor, & Unrau, 2016, p. 5). This course focuses on conceptualizing evaluation designs by looking at the case level (that is, "custom[izing] your evaluation plans to learn about specific details and patterns of change that are unique to your specific client system" (Grinnell, Gabor, & Unrau, 2016, p. 5)) and the program level in which we look at the "average pattern of change for all of [the clients] served by a program" (Grinnell, Gabor, & Unrau, 2016, p. 6). Ultimately, evaluating on the case- and program-levels helps "increase our knowledge base, guide our decision-making, and assure practice objectives are being met" (Grinnell, Gabor, & Unrau, 2016, p. 10). In short, it holds us, as social workers, accountable for providing effective and efficient services.

It is important to take a person-in-environment and program-in-environment perspective in conducting evaluation. This perspective helps to view the internal and external factors that affect the program's functioning. It is also important to consider internal and external factors in planning an evaluation (for example, which stakeholders to engage in the process) and in disseminating the results.

In conducting program evaluations, it is optimal to have a quantitative component, especially if you are seeking to establish the effectiveness of an intervention or trying to establish the need for a service. SPSS is statistical software that assists in storing and analyzing your data (Aldrich, 2019). You will learn how to identify variables and store them in SPSS. Further, you will learn about the different levels of measurement to consider when inputting variables. Identifying the correct level of measurement is critical in determining which statistical tests you are able to use.

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u01s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 1, "First Encounters."
- Chapter 2, "Navigating in SPSS."
- Chapter 3, "Getting Data in and out of SPSS."
- Chapter 4, "Levels of Measurement."
- Chapter 5, "Entering Variables and Data and Validating Data."

Use the Capella University Library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs (7th ed.)*. New York, NY: Oxford University Press.
 - Chapter 1, "Toward Accountability."

Read [Understanding Statistics](#) from Capella's Quantitative Skills Center.

Multimedia

Complete the following Capella multimedia:

- [Tutorial: SPSS, Frequency Statistics, and Measures of Central Tendency.](#)

u01s2 - Introductory Webinar and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your introductory webinar.

This webinar provides an overview of the course as whole and its place in the SWK program. Please feel free to ask questions.

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is provided: [Webinar 1: Introduction and Overview \[PPTX\]](#).

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

If you have not already done so, install your headset on your computer, using the installation instructions included in the package.

Review the following instructions on the [Using Adobe Connect](#) support page on Campus:

- Attend a Meeting.
- Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u01s3 - SPSS Procurement and Preparedness

In this course, you will be using SPSS software. Refer to the Course Materials page of the Syllabus and the [Statistical Software](#) page on Campus for further information, including expectations for initial procurement as a Capella learner.

Make sure that your SPSS software is downloaded and installed with fully activated licensing on your computer and running properly within your operating system (PC or Mac).

Need help with these steps? Start by referring to the [SPSS Installation Helper](#).

u01d1 - Installation and Set Up of SPSS

For this discussion, complete the following:

- Discuss your experience with research and with research data analysis. If you have a specific area of interest in research, include this in your post.
- Install SPSS, if you have not already done so.
- Identify any steps that were important in successful installation, as you are working through the process of installing SPSS. Similarly, identify any snags you are experiencing (or have experienced) in the set-up process and any solutions you have found to those snags to reach successful installation and setup.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least one peer by offering suggestions and support for classmates who are experiencing snags in the installation and setup process. In your response, include additional thoughts, suggestions, or information (such as data, current research trends, methods, ways to use research results, or inquiries) related to your peer's area of research interest.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Understanding Community and Population

One of the first steps in conducting research is to acquire an understanding of the community and population served. One easy method to do so is to research demographic information that may inform community and agency practice.

For this discussion, please introduce yourself to your classmates by providing a summary of the community in which you live. In your summary:

- Use reliable Internet resources (such as demographics, state websites, or the U.S. Census website) to research and provide demographic details of your community. Cite this data using current APA formatting.
- Provide a summary of your findings in a statistical format using demographic terms.
- Provide a summary or analysis of your community, based on your findings, (for example, discuss potential needs based on the demographics; minority populations; socioeconomic needs; and gender, age, and diversity. equality, or inequality) and what social work programs may be needed.
- Include a short discussion of what skills you will need to develop to conduct a more extensive research study within your community.

Note that your initial post should substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to at least one peer. Suggestions for peer responses include asking additional questions about the community, further analyzing the potential needs of this community based on the demographic data, or offering insight regarding your peer's analysis. Reference the course readings about the importance of conducting research and the reason why social workers might be reluctant to engage in research.

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Introduction

There are a number of variations of program evaluations and ways in which evaluation has been conceptualized in the literature. One such conceptualization is formative versus summative evaluations (Grinnell, Gabor, & Unrau, 2016). Formative evaluation is associated with a monitoring approach, in which program staff collect data throughout the life cycle of the program as a means of obtaining continuous feedback; this allows staff to make changes to the program as needed. Summative evaluation is associated with the project approach and typically focuses on the outputs and outcomes of the program at the end of the program (for example, how many people have been served and how they have changed as a result of the program) (Grinnell, Gabor, & Unrau, 2016).

Types of evaluation include needs assessment (determining a need for a program or policy to address), process evaluations (how the program is being implemented), outcome (the results of the program), and efficiency (comparing outcomes and costs) (Grinnell, Gabor, & Unrau, 2016). In addition, there are a wide range of approaches to evaluation that differ based on type and purpose of the evaluation, have different strengths and limitations, and ask different evaluation questions (Grinnell, Gabor, & Unrau, 2016, pp. 36–39). A sample of these approaches includes adversary-oriented evaluation, cluster evaluation, cost-effectiveness evaluation, and utilization-focused evaluation.

"Descriptive statistical analysis is any statistical or mathematical procedure that reduces or summarizes numerical and/or categorical data into a form that is more easily understood" (Aldrich, 2019, Section 9.1). In this unit and in Unit 3, you will learn about the different types of descriptive statistics and how to use those in program evaluations. This unit focuses on frequency statistics.

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u02s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 6, "Working With Data and Variables."
- Chapter 9, "Basic Descriptive Statistics."

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.
 - Chapter 2, "Approaches and Types of Evaluations."
- Bowland, S., Edmond, T., & Fallot, R. D. (2012). *Evaluation of a spiritually focused intervention with older trauma survivors*. *Social Work*, 57(1), 73–82.

Read the following Capella resources:

- [Literature Review](#).
- [Reviewing the Literature](#).

Multimedia

Complete the following Capella multimedia:

- [Tutorial: SPSS, Frequency Statistics, and Measures of Central Tendency](#).

u02s2 - Assignment Preparation

Your Research Literature Review assignment is due in Unit 3. To prepare for this assignment:

- Review the course project information.
- Review the Research Literature Review assignment description.
- Determine how much of the assignment you can comfortably complete in this unit, given your schedule over the next two weeks, so that you are prepared to finish the assignment in Unit 3. Generously allot time in this unit, as it is likely to take more time for this assignment than you expect.

You are encouraged, at minimum, to locate the research articles you needed for the assignment.

u02a1 - SPSS: Identifying and Inputting Variables

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Enter appropriate statistical data that assists in program evaluation.*
 - 4: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Scenario

You are overseeing a mentoring program for youth who have been identified as being at risk and you want to complete a program evaluation to measure the impact on youth who participate. You also want to consider whether variables such as *sex* and *race/ethnicity* factor into the results.

Assignment Instructions

In the Unit 2 Dataset 1 given in the resources, find baseline data for the youth who have entered the program. From this data, identify all of the variables represented and input the data into an SPSS file. Save the file and upload it to this assignment. Note that you are *not* completing any analysis at this point in time. You are simply practicing entering data in SPSS, and you need to demonstrate the ability to identify the correct level of measurement.

Course Resources

Unit 2 Dataset 1 [DOCX]

u02a2 - SPSS: Frequency Statistics

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*

- 3: Describe and report the statistical method or test outcomes using the appropriate statistical method or test.
- C4.SP.B: Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.
 - Related Assignment Criteria:
 - 2: Develop appropriate statistical tests and reports that assist in program evaluation.
 - 4: Apply critical thinking in verbal and written communication through the use of leadership and technology.

Assignment Scenario

You are evaluating the mental health services provided to children by your agency. The agency provides trauma-informed counseling services to children and youth, ages 5–18. The agency's goal is to have a relatively equal distribution of children and youth, in terms of ages, who seek services.

You will complete a frequency distribution of the number and ages of children who accessed services within your community agency over the past month. You will need to provide a histogram and summary of your analysis. Consider the implications of the findings as you plan for next year's programming.

Also refer to the tutorial provided in the first study in this unit as a reference on how to conduct frequency distributions.

Assignment Instructions

Using the Unit 2 Dataset 2 given in the resources, respond to the following prompts:

1. **Create an SPSS file** that includes the ages and number of children who have accessed services to your agency over the past year. The SPSS output, which can be copied and pasted into a Word document, should include a chart showing the frequency statistics.
2. **Develop a histogram** to demonstrate the number of children and their ages.
3. Consider that the main goal for using frequency distribution is to simplify large datasets. Graphs provide us with a tool to interpret the data. Addressing the prompts below, **provide a brief narrative summary** that you would provide to the Ray Foundation to describe the age of children and frequency of services used.
 - Interpret the data displayed in the SPSS output graphs you created.
 - What trends do you see in the usage of mental health services?
 - How do these trends affect your planning for the program?
 - What would be your next steps if you wanted to see a representation of all age groups at your agency?

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

Unit 2 Dataset 2 [DOCX]

u02d1 - Analyzing Research and Applying Evaluation Knowledge

For this discussion, complete the following:

- Critique Bowland, Edmond, and Fallot's 2012 article, "Evaluation of a Spiritually Focused Intervention With Older Trauma Survivors."
 - Identify one limitation in the evaluation design or in how the authors interpreted the findings.
 - Discuss how you might address that limitation if you were to replicate the study. What further questions do you have about the effectiveness of this intervention?
- Assume that you are conducting an evaluation at your current or previous work, internship, or volunteer site. What type of evaluation would you use (for example, need, process, outcome, and/or efficiency)? Reference the course readings.
 - List three potential research questions.

Note that your post should be substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to at least one peer. Give constructive feedback on the peer's research questions. Make a recommendation on how to design a potential evaluation, in which you explicitly discuss how you would operationalize the dependent variables. You might also apply a different type of evaluation to the peer's program (for example, if your peer describes a process evaluation of a program, you might describe an outcome evaluation of that program).

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Logic Models, Evaluation Preparation, and Measures of Central Tendency

Introduction

Being able to construct a logic model is a key competency for social workers (Grinnell, Gabor, & Unrau, 2016). "Writing a good description of your program sets the frame of reference for all subsequent decisions in the evaluation" (Grinnell, Gabor, & Unrau, 2016, p. 55). Developing a clear logic model with program stakeholders ensures that there is a consistent understanding of the activities and objectives of the program. Additionally, clearly describing the program theory makes explicit how the program is expected to bring about change in the participants.

A logic model is composed of your planned work and your intended results—resources/inputs, activities, outputs, outcomes, and impact (Grinnell, Gabor, & Unrau, 2016, p. 56). Developing a logic model is a good way to engage stakeholders (step 1 of the program evaluation process) and allows for the subsequent steps of the evaluation process: focus the evaluation design, gather credible data, justify conclusions, and ensure use and share lessons learned (Grinnell, Gabor, & Unrau, 2016, p. 53).

Reference

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs (7th ed.)*. New York, NY: Oxford University Press.
 - Chapter 3, "The Process."
 - Chapter 7, "The Program."
 - Chapter 8, "Theory of Change and Program Logic Models."
 - Chapter 9, "Preparing for an Evaluation."

Multimedia

Complete the following Capella multimedia:

- [Tutorial: SPSS, Frequency Statistics, and Measures of Central Tendency.](#)

u03a1 - Measures of Central Tendency and Standard Deviation

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Develop appropriate statistical tests and reports that assist in program evaluation.*
 - 4: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Scenario

An organization called The Durante Foundation values education and wants to fund an educational community grant to enhance graduation rates. The foundation needs to understand the central tendencies for education levels of individuals within the community. A survey was taken of individuals, ages 24–35, to determine years of completed formal education. The foundation is requesting the mean, median, and mode values for grades of educational attainment within the community. Use the Unit 3 Dataset, given in the resources, to complete this assignment. (13–20 equates to years in college.)

Assignment Instructions

Respond to the following prompts in a one-page, APA-formatted paper:

1. State the following values (from the SPSS output table):
 - Mean.
 - Median.
 - Mode (or modes).
 - Standard deviation.
2. Interpret the data displayed in the SPSS output table. Which measure of central tendency is the most appropriate statistic to summarize these data and why?
3. Provide a narrative summary to the Durante Foundation that would include the mean, mode, and median values and your interpretation of that data. Include implications of the findings for the foundation's future funding priorities.

Be sure to attach the Unit 3 Dataset, given in the resources.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Unit 3 Dataset \[DOCX\]](#)

Assignment Overview

The literature review is an opportunity for you to accomplish two main objectives: establish a theoretical framework for your program evaluation and survey current literature to determine the best methodology and approach for your program evaluation. Prior to implementing a program evaluation, it is essential to review current scholarly literature to ensure that your approach to addressing your problem statement is sound and supported by research. You may need to alter your methodology or approach following the literature review.

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 4. Create a selective summary of empirical literature.
 - 2. Assess the guiding practice theory base connected to the described problem.
 - 1. Analyze the problem presented in the case study.
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 3: Describe the program evaluation theory base connected to the proposed methodology.
 - 5: Develop a problem statement and guiding research question for the program evaluation.

Assignment Description

Your literature review creates a theoretical foundation for your evaluation and guides the development of the research question. As you research, be sure to consider multiple perspectives and theories, rather than simply viewing your program evaluation through one lens. This ensures that you find the most reliable and accurate methodologies and theories to support your program evaluation.

Prior to beginning your literature review, you will conduct a review of scholarly and peer-reviewed research from a variety of sources. You may use the Capella library and government websites as locations to begin research for your literature review.

Assignment Instructions

Utilize at least five empirical articles published within the last 10 years in peer-reviewed journals. These articles should be program evaluations dealing with interventions for teen parents. (See the Teen Parenting Case Study given in the resources.) Organize the information into subheadings. The order of your literature review follows:

- **Introduction:** Orient the reader to the case study topic—teen parenting programs—and tell the reader what to expect in this section by identifying the major subsections that follow in your thesis statement.
- **Nature of the problem:** Address the prevalence of teen parenting, changes over time, and consequences of teen parenting.
- **Causes of the problem:** Apply theoretical and social work knowledge to this issue and explain some of the risks associated with teen parenting (for example, mental health outcomes for the parent and abusive parenting practices). The causes you describe here should be directly related to the proposed interventions.
- **Interventions:** This section should be the most substantive part of this literature review. Review interventions that have been utilized to serve teen parents. Note that this is a literature review, not an annotated bibliography, so you should be integrating your discussion of various studies. Include a paragraph about what is *not* known about solving the problem and current gaps in knowledge. Assess the guiding practice theory connected to the problem. Also, describe the program evaluation theory connected to the proposed methodology.
- **Summary:** This section should point out the major areas of knowledge that have yet to be developed regarding this topic and identify the unique contributions your study makes to this need; point out the importance of learning the new information your study will offer.

Problem Statement and Guiding Research Questions

What is the problem this program evaluation is trying to address?

Include your research questions. Since this is a program evaluation, you should have an independent variable and dependent variable clearly stated in your questions.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.

- **Cited resources:** A minimum of five scholarly sources. All literature cited should be within 10 years of publication.
- **Length of paper:** 6–7 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Submit your assignment no later than 11:59 p.m. on Sunday of this unit.

Course Resources

[APA Style and Format](#)

[Social Work Masters Library Research Guide](#)

Teen Parenting Case Study [PDF]

u03d1 - Program Theory and Logic Model

Drawing and citing from Chapters 7 and 8 in your *Program Evaluation for Social Workers* e-book, describe the program theory and create a logic model of a social work program. It could be one from your own work or internship experience, a program at which you are interested in working or interning in the future, or one described in an academic journal.

Note that your post should be substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least one peer. Provide feedback on his or her logic model and then apply what you learned from unit readings (include references to those sources) in how your peer might prepare for and plan an evaluation of the program. Apply the different steps of the program evaluation process and ways to prepare for the evaluation to your peer's program.

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 4 >> Quantitative Research Methods in Evaluation and Correlation

Introduction

Outcome evaluations are conducted to test a program's hypothesis about how a client changes over time—they "simply evaluate whether or not we achieved our program objectives" (Grinnell, Gabor, & Unrau, 2016, p. 259). Outcome evaluations are critical in generating feedback about a program, holding social workers accountable for providing effective services, and informing our selection of interventions to use in social work practice. The process of an outcome evaluation includes the following steps: 1) engage stakeholders, 2) describe the program, 3) focus the evaluation, 4) gather credible evidence to data, 5) justify conclusions, and 6) ensure use and share lessons learned (Grinnell, Gabor, & Unrau, 2016, p. 262).

Outcome evaluations typically use quantitative research methodologies, in which anticipated outcomes of a program are operationalized and measured in a systematic way. There are a number of varieties of research designs, including one-group designs (one-group posttest-only, cross-sectional survey design, longitudinal designs, one-group pretest-posttest design, and interrupted time series design) and two-group designs (comparison group and classical experimental designs) (Grinnell, Gabor, & Unrau, 2016). A social worker ideally chooses the most rigorous research design, with fewest threats to internal validity, while also considering resources available for an evaluation.

An important statistical test used by social workers is correlation. A correlation coefficient is "a numerical value and descriptive statistic that indicates the degree (strength) to which two variables are related and whether any detected relationship is positive or negative (direction)" (Aldrich, 2019, Section 22.1).

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u04s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 22, "Pearson's Correlation and Spearman's Correlations."

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.
 - Chapter 12, "Outcomes Evaluation."
 - "Tool E: Using Common Evaluation Designs."
 - "Tool H: Data Collection and Sampling Procedures."
 - "Tool L: Measuring Variables."

Multimedia

Complete the following Capella multimedia:

- [Tutorial: Statistics—Correlation.](#)

u04s2 - Webinar 2: Quantitative Research Methods

Check the courseroom announcements for the time and connection details for the second webinar.

This webinar describes key principles of quantitative research that are applicable to conducting a program evaluation. Please feel free to ask questions at this time.

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is provided: [Webinar 2: Quantitative Research Methods \[PPT\]](#).

See the Unit 1 study, Webinar 1: Introduction and Overview, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u04s3 - Assignment Preparation

Your Program Evaluation and Methodology assignment is due in Unit 5. To prepare for the assignment:

- Review the course project information.
- Review the Program Evaluation and Methodology assignment description.
- Review the assignment scoring guide prior to completing and submitting the assignment.
- Determine how much of the assignment you can comfortably complete in this unit, given your schedule over the next two weeks, so that you are prepared to finish the assignment in Unit 5. Expect the assignment to take longer than you might think.

You are encouraged, at minimum, to draft the "Organization Description" and "Research Questions and Hypotheses" sections of the assignment.

u04a1 - SPSS: Correlation

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Develop appropriate statistical tests and reports that assist in program evaluation.*
 - 4: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Scenario

Your community wants to open an adult daycare center. You have located the Farrel Foundation, which would like to fund start-up grants for daycare programs. This foundation's research demonstrates a correlation between depression and length of time in a skilled nursing facility. A group of community residents feel that an adult daycare would allow the aging population to stay with their families while using the supplemental daycare services. You are asked to confirm the correlation between depression and length of stay in nursing homes in an effort to provide community options. Nursing home residents were asked to complete the Geriatric Depression Scale (GDS), which is a 15-item scale (a 15 represents a high level of depression).

Using the data in the Unit 4 Dataset, given in the resources, test whether length of stay in a nursing home and depression are related at a .05 level of significance.

Also refer to the tutorial provided in this unit's first study as a reference on how to conduct correlation tests.

Assignment Instructions

For this assignment, respond to the following prompts in a one-page, APA-formatted paper.

1. Based on the value of the correlation coefficient, **explain whether there is a significant relationship** between length of stay and depression.
2. Based on the SPSS output, **state the following factors**:
 - Sample size.
 - Correlation coefficient.
 - Significance (2-tailed).
3. Based on the correlation coefficient and given the value of r , **provide a narrative conclusion**:
 - How might you explain the result of this correlation test?
 - What other data might you analyze to advocate for an adult daycare in the community, if your finding is not statistically significant?

Be sure to attach the Unit 4 Dataset, given in the resources.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

Unit 4 Dataset [DOCX]

u04d1 - Applying Outcome Studies

For this discussion, describe how you would conduct an outcome evaluation, using quantitative research methods, at your current or former internship, work, or volunteer site.

- Give a brief background on the program.
- Include a discussion of experimental design, sample, independent and dependent variables, measurement, data collection, and data analysis strategies.
- Include a rationale for making the choices you have made with regard to design, measurement tools, and analysis strategies.

Include references to the course text, particularly the tools that describe the principles of quantitative research.

Note that your post should be substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least one peer. You are expected to critically assess a peer's proposed research design. Suggestions for peer responses include highlighting limitations in your peer's research design, including threats to internal validity, and giving suggestions of alternate research designs.

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Ethics and Cultural Competence in Program Evaluation and t Tests

Introduction

Social work is a profession driven by a code of ethics and, therefore, social workers must be cognizant of ethical issues that could arise in conducting program evaluations. Ethical considerations must be made at all steps of the evaluation process: 1) engage stakeholders, 2) describe the program, 3) focus the evaluation, 4) gather credible data, 5) justify conclusions, and 6) ensure use and share lessons learned (Grinnell, Gabor, & Unrau, 2016). Examples of ethical considerations include ensuring informed consent of research participants, maintaining the confidentiality or anonymity of participants, ensuring that risks to participating in research are minimized, and upholding integrity and honesty in presenting results. Formal mechanisms, such as the Institutional Review Board (IRB), are in place to ensure that research ethics are upheld.

Related to ethical concerns, social workers must be culturally competent in conducting evaluations. The research team should consider: 1) what history the team has with the racial/ethnic groups members included in the study, 2) what efforts are underway to ensure inclusion of the perspectives of racial/ethnic group members in design, conduct, and analysis of the study, 3) the racial/ethnic makeup of the research team, 4) potential biases of the members, and 5) efforts made to counter these potential biases (Grinnell, Gabor, & Unrau, 2016, p. 125). Emphasis must be placed on intercultural communication skills to ensure an accurate representation of the research participants and evaluators must be competent in adapting evaluations, including methodology and instruments used, to a particular cultural setting.

Two commonly used inferential statistic tests are independent-samples *t* tests and paired-samples *t* tests. Independent-samples *t* test's "purpose is to see if there is statistical evidence that two population means are significantly different." (Aldrich, 2019, Section 14.1). A paired-samples *t* test "compares measurements (means) taken on the same individual or on the same object but at different times" (Aldrich, 2019, Section 15.1).

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u05s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 12, "Inferential Statistics."
- Chapter 13, "One-Sample *t* Test and a Binomial Test of Equality."
- Chapter 14, "Independent-Samples *t* Test and Mann-Whitney *U* Test."
- Chapter 15, "Paired-Samples *t* Test and Wilcoxon Test."

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.
 - Chapter 5, "Ethics."
 - Chapter 6, "Cultural Competence."

Multimedia

Complete the following Capella multimedia:

- Tutorial: Statistics—t Tests.

u05a1 - SPSS: t Tests

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:

- 2: Develop appropriate statistical tests and reports that assist in program evaluation.
- 4: Apply critical thinking in verbal and written communication through the use of leadership and technology.

Assignment Scenario

The town of Brant has started an after-school program for high school youth to prepare them for the ACT college entrance examination. The after-school program had 29 youth participants; the program manager compared their ACT scores with the ACT scores of 36 similar high school youth who did not participate in the after-school program. The program manager wants to determine if the after-school program had a positive effect on ACT scores. You will use the Unit 5 Dataset, given in the resources, to complete this assignment.

Assignment Instructions

For this assignment, complete the following in a one-page, APA-formatted paper:

1. Review the tutorial in the unit study, which demonstrates *t* tests using two different scenarios. Then **determine which type of *t* test to conduct**. Once you have determined that, **answer the following**:
 - What is the sample size?
 - What is the sample mean of each group?
2. **Identify the following factors** based on the table you develop in SPSS:
 - Mean difference.
 - *T* obtained (*t*).
 - Degrees of freedom (*df*).
 - Significance (two-tailed).
3. **Write a brief narrative** explaining the implications of your findings based on the value of the test statistic:
 - Would you retain or reject the null hypothesis?
 - What are limitations that must be considered in interpreting the results?

Be sure to attach the Unit 5 Dataset, given in the resources.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

Unit 5 Dataset [DOCX]

u05a2 - Program Evaluation and Methodology

Assignment Overview

Now that you have completed the literature review and have a solid theoretical grounding for your problem statement, you will be determining the methodology for your program evaluation. The purpose of this assignment is for you to learn how to use scientific methods to conduct a program evaluation using an appropriate methodology based on the provided case study and data.

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 4: *Describe the sample and the sampling method or methods.*

- 5: Identify how data will be collected and the process for data collection.
- 7: Develop an informed consent form that is appropriate to the case study.
- C4.SP.B: Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.
 - Related Assignment Criteria:
 - 1: Describe the program or service.
 - 2: Develop a guiding research question or hypothesis for the chosen program evaluation methods.
 - 3: Analyze different methods of program evaluation types and methodology to select the best method for the specific case study.
 - 6: Discuss ethical issues pertaining to the selected method of program evaluation.

Assignment Description

In this assignment, you will describe how to evaluate the program you identified in Unit 3. You will also determine the methodology for this program evaluation and indicate other details such as associated research questions, definitions of variables, sampling and data collection procedures, applicable instruments, and discussion of ethical issues pertaining to human subjects.

Assignment Instructions

Using the program you identified in the Unit 3 assignment, Research Literature Review, design a program evaluation plan. Use the following outline:

- **Introduction:** State the topics that will be covered in this section.
- **Organization description:** Describe the program or service (program focus, resources, population, clients served, and the theory of change). Include a description of the stakeholders and evaluation purpose.
- **Research questions and hypotheses:** Revisit research questions and hypotheses established in the Unit 3 assignment, Research Literature Review.
- **Definition of variables and terms in the study:** Define your major variables in a clear and concise manner, and distinguish between independent and dependent variables. Every variable that is identified in the research questions should be defined clearly in this section in terms of what it is and how it will be measured.
- **Description of the methodology (study design).**
 - Explain whether your study is qualitative, quantitative, or both and whether it is cross-sectional (single point in time) or longitudinal (more than one measure from the same people).
 - Explain how you are going to determine the efficacy of your program (for example, pre-tests and post-tests, comparison to a similar group of people not receiving program services).
 - Explain if you are comparing the group getting the intervention to any other group on the outcomes of interest (a control or comparison group).
 - Explain if you are using more than one source of data to triangulate measures of your outcome of interest (for example, rates of participation, qualitative interviews, and a satisfaction survey).
 - Explain why this method of program evaluation and methodology is best practice (as compared to other possible models).
- **Sampling procedures.**
- Distinguish between the population and your sample.
- Provide some basic demographic information that you would anticipate.
- State how many people are taking part in the study and how you will go about sampling them.
- Explain how the control/comparison group will be selected or how people are assigned to that group, if you are using a control/comparison group.
- **Instrumentation:** Do you plan to use a standardized instrument or will you design your own? Why? Every variable that is addressed in your research questions and operational definitions should also be addressed in this section. Describe the validity and reliability of your instruments. Note that you must include at least one quantitative measure. Include your instruments, including any qualitative interview protocols, in an appendix.
- **Data collection and procedures:** Describe exactly what you plan to do and when. Explain how and when you will collect each measure, and how and when you will begin the intervention and for how long
- **Human protection:** Discuss ethical issues pertaining to the method of program evaluation you selected. Discuss how you will address and minimize these issues. Include a sample informed consent (and minor assent, if necessary) as an appendix.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Cite any preexisting instruments that you choose to use and the textbook in referencing theory of change and organization stakeholders.
- **Length of paper:** 5–7 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Submit your assignment no later than 11:59 p.m. on Sunday of this unit.

APA Style and Format

Teen Parenting Case Study [PDF]

u05d1 - Applying Ethics and Cultural Competence

In Unit 4, you proposed a program evaluation design for a program at your current or previous work, internship, or volunteer site. How would you apply ethics concepts to this program evaluation? Be sure to reference the textbook and be specific about potential ethical risks in your program evaluation designs. What actions would you take to ensure you are upholding the principles of research ethics?

Note that your post should be substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least one peer. Apply the concepts learned about cultural competence in research to the peer's research design. How would you recommend applying cultural competence concepts to this program evaluation? Be sure to reference the textbook and be specific about the actions you would recommend taking to ensure the program evaluation design is culturally competent.

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Graduate Discussion Participation Scoring Guide

Unit 6 >> Chi-Square Tests, and Qualitative Research Methods and Analysis

Introduction

Qualitative program evaluation involves using non-numerical data to understand a program and summarizing data in words rather than numbers. Qualitative data can take the form of interviews, observations, written surveys, pictures, written documents, or videos. Qualitative data helps "to capture the real 'guts' of a problem [or program]" (Grinnell, Gabor, & Unrau, 2016, p. 228). Qualitative data are invaluable in understanding the subjective experiences of program participants that can be missed if only quantitative data are collected. Therefore, it is critical to understand how to incorporate qualitative methods and analysis into program evaluations.

Chi-square is a "popular nonparametric statistical test that is appropriate when data are in the form of frequency counts or percentages, or proportions that can be converted to frequencies. Chi-square is appropriate for nominal or ordinal data and can be used to compare frequencies occurring in categories" (Aldrich, 2019, Section 20.1).

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u06s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 20, "Chi-Square Goodness of Fit."
- Chapter 21, "Chi-Square Test of Independence."

Use the Capella library to read the following:

- Bulanda, J. J., & McCrea, K. T. (2013). The promise of an accumulation of care: Disadvantaged African-American youths' perspectives about what makes an after school program meaningful. *Child & Adolescent Social Work Journal*, 30(2), 95–118.

Use the Internet to read the following:

- Pell Institute. (n.d.). Analyze qualitative data. Retrieved from <http://toolkit.pellinstitute.org/evaluation-guide/analyze/analyze-qualitative-data>
- Patton, M. Q. (2003). Qualitative evaluation checklist [PDF]. Retrieved from <https://www.wmich.edu/sites/default/files/attachments/u350/2014/qualitativeevalchecklist.pdf>

Multimedia

Complete the following Capella multimedia:

- Tutorial: Statistics—Chi-Square Tests.

u06s2 - Webinar 3: Qualitative Research Methods

Check the courseroom announcements for the time and connection details for the third webinar.

This webinar describes key principles of qualitative research that are applicable to conducting a program evaluation. Come to the webinar prepared with your questions.

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is provided: Webinar 3: Qualitative Research Methods [PPT].

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u06s3 - Assignment Preparation

Your Analysis Plan assignment is due in Unit 7. To prepare for the assignment:

- Review the course project information.
- Review the Analysis Plan assignment description.
- Review the assignment scoring guide prior to submitting the assignment.
- Determine how much of the assignment you can comfortably complete in this unit, given your schedule over the next two weeks, so that you are prepared to finish the assignment in Unit 7. Again, expect that this assignment will take longer than you might think.

You are encouraged at minimum to complete step 1 of the assignment, which is to create an analysis plan.

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Develop appropriate statistical tests and reports that assist in program evaluation.*
 - 4: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Scenario

The Redmond Child Protective Services wants to compare the effectiveness of two programs provided to parents who were identified as being at risk for abusing or neglecting their children. The parents either participated in a 10-week parenting course or 10 weeks of family therapy sessions. The evaluator compared 50 parents who participated in the parenting course and 45 parents who participated in the therapy program. The evaluator was looking at whether the parents were suspected of abuse or neglect one year after completing services (that is, there was another report of abuse or neglect). The Redmond local government is hesitant to invest in family therapy, as it is a much costlier service than a parenting class.

Assignment Instructions

For this assignment:

- **Review the Unit 6 Dataset**, given in the resources, which includes 95 cases. The two variables are types of intervention program (parenting classes or family therapy) and subsequent status in the child welfare system (no suspicion of abuse or neglect or suspicion of abuse or neglect).
- **Review the tutorial in this unit's first study**, which demonstrates chi-square test using a different scenario.

Now, complete the following in a one-page, APA-formatted paper:

1. **Conduct a chi-square test** on the dataset to determine if one program had better outcomes than the others. **Include a copy of SPSS output.**
2. **Provide the result of the statistical analysis.** Was there a statistical significant difference between the two programs?
3. **Write a narrative** explaining the implications of the findings for future programming and funding priorities. What are the potential limitations of the program evaluation results?

Be sure to attach the Unit 6 Dataset, given in the resources.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Unit 6 Dataset \[DOCX\]](#)

For this discussion:

- Critique Bulanda and McCrea's 2013 article, "The Promise of an Accumulation of Care," which uses a qualitative program evaluation model.
 - What are the strengths of the design?
 - What are weaknesses or limitations to the methodology, analysis, and conclusions drawn from the data?
 - How would you recommend strengthening the design?
- Apply concepts of qualitative research to the program evaluation design that you started in the previous discussion posts based on a previous or current work, internship, or volunteer experience.
 - How would you collect qualitative data and analyze it?

Note that your post should be substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least one peer. Provide your peer feedback on how he or she applied qualitative methods to the program evaluation. Reference course readings and what was learned in this week's webinar.

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Needs Assessments, Process Evaluations, and ANOVA Tests

Introduction

The main purpose of a needs assessment is "to determine the nature, scope, and locale of a social problem and to select an evidence-based social service program that will solve the problem" (Grinnell, Gabor, & Unrau, 2016, p. 235). Needs assessments are conducted frequently in organizational and community settings to determine how to best serve prospective clients, to adapt programs to the changing needs of existing clients, and to justify funding for programs. Having data from a well-designed needs assessment is often required to receive grant funding for both small- and large-scale programs.

"Once the program is up and running, we can do a process evaluation that examines how its services are delivered to its clients and what administrative mechanisms exist within it to support the services it offers" (Grinnell, Gabor, & Unrau, 2016, p. 235). Process evaluations do not focus on the outcomes of the program, but look at how the program is being implemented. Process evaluations are critical for ensuring that there is continuous improvement in programs and, therefore, these evaluations should take place throughout the life cycle of the program.

With ANOVA tests, you have an independent variable, which may consist of a number of groups, but should be at least three. "Each group of the independent variable represents a unique treatment. These treatments are most often referred to as levels of the independent variable" (Aldrich, 2019, Section 16.1). Therefore, you are comparing dependent variables across these different levels of an independent variable. For example, you might have an independent variable—substance abuse treatment—that has three variations: support group, group therapy, and individual therapy. Then, you may compare a dependent variable—number of days of sobriety in a month—across these three treatments to determine if there is a difference in the effectiveness of each.

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u07s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 16, "One-Way ANOVA and Kruskal-Wallis Test."
- Chapter 17, "Two-Way (Factorial) ANOVA."

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs (7th ed.)*. New York, NY: Oxford University Press.
 - Chapter 10, "Needs Assessments."
 - Chapter 11, "Process Evaluations."

Multimedia

Complete the following Capella multimedia:

- [Tutorial: Statistics—ANOVA](#).

u07a1 - SPSS: ANOVA

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Develop appropriate statistical tests and reports that assist in program evaluation.*
 - 4: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Scenario

The Vold Anti-Poverty Foundation is comparing three employment programs for former foster care youth to determine which leads to best outcomes. The three programs are a vocational skills training program, a mentorship program, and a job placement service. The foundation collected data six months after the youth completed each program and the youth were asked to provide their monthly incomes.

Assignment Instructions

For this assignment, complete the following in a one-page, APA-formatted paper:

1. **Review the tutorial** provided in the first study in this unit as a guide for conducting ANOVA tests.
2. Use the Unit 7 Dataset, given in the resources, to **test whether monthly income varied by type of services rendered at a .05 level of significance**.
3. **State the following**, based on the output shown in SPSS file you develop:
 - Sources of variation: *SS, df, MS, F, Statistic Sig.*
 - Between groups.
 - Error.
 - Total.
4. **Respond to the following prompts**, based on the value of the test statistic:
 - Would the ANOVA test lead you to retain the null hypothesis or reject the null hypothesis?

- Which groups had the best outcomes, if there is a statistically significant difference?

5. **Provide a summary** of the conclusion for this test. Be sure to include the interpretation of the findings for the Vold Foundation.

Be sure to attach the Unit 7 Dataset, given in the resources.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Unit 7 Dataset \[DOCX\]](#)

u07a2 - Analysis Plan

Assignment Overview

The analysis plan is your opportunity to describe the statistical methods and qualitative analysis you would use to complete the program evaluation.

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Create a detailed analysis plan using the appropriate statistical techniques.*
 - 3: *Evaluate the research assumptions that guided the selection of methodology and data analysis.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Evaluate data analysis tests to select appropriate tests pertinent to the sampling methodology and program evaluation design.*
 - 4: *Develop an aligned research question and/or hypothesis relevant to the chosen program evaluation design.*

Assignment Description

As there are many methods to analyze data, be sure that the tests you select are appropriate to both the case study, your guiding research questions, and your proposed methodology. Refer to the Methodology section to ensure the analysis plan and methodology align.

Assignment Instructions

Complete the following:

- Create your detailed analysis plan using the appropriate statistical techniques for analyzing data on descriptive measures and outcome measures based on the methodology you proposed.
- Evaluate data analysis tests to select appropriate tests pertinent to the sampling methodology and program evaluation design. How will you answer your guiding research question (or questions)?
- Evaluate the research assumptions that guided your selection of methodology and data analysis. For example, to conduct paired *t* tests, you must have a minimum of 30 participants in your sample size.
- Describe any qualitative data you might collect and how you would analyze that data.
- Describe the alignment of your research question and/or hypothesis and your chosen program evaluation design.

Remember that your instructor provides feedback on your assignments. Use that feedback to improve the content of your course project.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Citations will be necessary in justifying choices in analyzing data.
- **Length of paper:** 2–3 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Submit your assignment no later than 11:59 p.m. on Sunday of this unit.

Course Resources

[APA Style and Format](#)

Teen Parenting Case Study [PDF]

Unit 8 >> Single-Subject Designs

Introduction

Single-subject designs are "time-series designs in which an intervention (active independent variable) is given to very few participants—4 or fewer—not necessarily to only a single subject" (Gliner, Morgan, & Harmon, 2000, p. 1327). This approach is used to track changes of a single client system over time through repeated measurements. For instance, if you are helping a client who has panic attacks, you may start tracking panic attacks before the intervention begins until after the intervention has been completed. You can monitor to see if panic attacks (the dependent variable) have decreased over time. The most basic single-subject design is the ABA design, whereby A is the baseline, B is the intervention, and A is the follow-up (or when the intervention is stopped). Single-subject designs lack external validity, but this design can be a practical means of evaluating social work practice at the case level.

Reference

Gliner, J. A., Morgan, G. A., & Harmon, R. J. (2000). Single-subject designs. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(10), 1327–1329.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Gliner, J. A., Morgan, G. A., & Harmon, R. J. (2000). [Single-subject designs](#). *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(10), 1327–1329.
- Whitfield, G. W. (1999). [Validating school social work: An evaluation of a cognitive-behavioral approach to reduce school violence](#). *Research on Social Work Practice*, 9(4), 399–426.

u08s2 - Assignment Preparation

Your Findings, Results, Discussions, and Recommendations assignment is due in Unit 9. To prepare for the assignment:

- Review the course project information.
- Review the Findings, Results, Discussions, and Recommendations assignment description.

- Review the assignment scoring guide prior to submitting the assignment.
- Determine how much of the assignment you can comfortably complete in this unit, given your schedule over the next two weeks, so that you will be prepared to finish the assignment in Unit 9.

You are encouraged at minimum to complete step 1 of the assignment, which is to interpret and report findings based on the program evaluation.

u08a1 - Critiquing Single-Subject Designs

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criterion:
 - 1: *Critique single-subject designs.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criterion:
 - 2: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Description

After reading Whitfield's 1999 article, "Validating School Social Work," you will answer a series of questions aimed at critiquing single subject designs.

Assignment Instructions

Read Whitfield's 1999 article, "Validating School Social Work: An Evaluation of a Cognitive-Behavioral Approach to Reduce School Violence," and answer the following questions in an APA-formatted document:

- What was the purpose of this study?
- What was the sample?
- What dependent variables were studied? How were the dependent variables operationalized?
- Why was a single-subject design used? What are the strengths of a single-subject design?
- What were the key findings (the results of the data analysis)?
- How would you critique the findings? What are limitations of a single-subject design?

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** 2–3 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Validating School Social Work](#)

u08d1 - Evaluating Research

For this discussion, find a program evaluation article that is peer-reviewed and includes a methodology and results section. In your post:

- Describe research questions, design, and the findings.
- Explain the statistical tests used and how the authors interpreted the findings.
- Critique the article.

Note that your post should be substantive and be 500–750 words. It should be well-organized and proofread.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least one peer. Explain how you would use the data described in the peer's article to make decisions. You can also discuss whom you would present the data to and how you might present the data for different audiences. Ensure you are referencing unit readings in your response.

Note that your response post should be substantive and be at least 250 words. It should be well-organized and proofread.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[Social Work Masters Library Research Guide](#)

Unit 9 >> Making Decisions With Data and Linear Regression

Introduction

"The data collected—and eventually stored—for evaluations of all kinds can be loosely characterized as a data information system" (Grinnell, Gabor, & Unrau, 2016, p. 299). As an evaluator, it is critical to recognize that different stakeholders have different data needs and to be capable of delivering needed information to all levels of stakeholders in a timely fashion and in an accessible format. Once data have been collected, the evaluator must be competent in synthesizing, analyzing, and reporting that data. Optimally, the evaluator is able to integrate objective data with subjective data, that is, the perspectives of various stakeholders of the program and use that data to inform both case-level and program-level decisions (Grinnell, Gabor, & Unrau, 2016).

Single linear regression is "a statistical technique that describes the relationship between two variables by the calculation of a prediction equation. The prediction equation averages all prior observed relationships between two variables. These averages are then used to develop a precise equation to predict unknown values of the dependent variable" (Aldrich, 2019, Section 23.1).

References

Aldrich, J. O. (2019). *Using IBM SPSS statistics: An interactive hands-on approach* (3rd ed.). Thousand Oaks, CA: Sage.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u09s1 - Studies

Readings

Use your *Using IBM SPSS Statistics* text to read the following:

- Chapter 23, "Simple Linear Regression."

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs (7th ed.)*. New York, NY: Oxford University Press.
 - Chapter 14, "Data Information Systems."
 - Chapter 15, "Making Decisions."

Multimedia

Complete the following Capella multimedia:

- [Tutorial: Single Linear Regression](#).

u09a1 - SPSS: Single Linear Regression

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Devise accurate SPSS datasets.*
 - 3: *Describe and report the statistical method or test outcomes using the appropriate statistical method or test.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Develop appropriate statistical tests and reports that assist in program evaluation.*
 - 4: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Scenario

The Kesher Foundation is interested in alternative therapies for veterans. The foundation is providing grants to nonprofits that provide alternative therapeutic interventions to military veterans. Your agency has been providing traditional cognitive therapy but continues to see high levels of stress and anxiety as measured by an internal agency anxiety measurement. The anxiety measurement tool identifies the level of anxiety an individual is experiencing on a scale of 0–10, with 0 being no anxiety and 10 being the highest level of anxiety. The program director has suggested using meditation with the participants to see if it has any impact on the level of anxiety. A trial is conducted with 30 volunteer military veterans. Your agency needs to provide the results of the trial use of these alternative methods to the Kesher Foundation.

Using the Unit 9 Dataset, given in the resources, you will conduct an analysis of regression to determine the extent in which the amount of meditation impacts levels of anxiety with military veterans.

Please also refer to the tutorial provided in this unit's first study as a reference on how to conduct linear regression.

Assignment Instructions

For this assignment, complete the following in a one-page, APA-formatted paper:

1. Follow the instructions to **complete a simple linear regression** described in the course text. Your dependent variable is *self-reported anxiety* and your independent variable is *length of meditation*. **Include all SPSS outputs with a narrative explanation** of key findings.
2. **Identify the slope (b) and the intercept (a) and explain how you can use the $y = a + bx$** to predict anxiety levels if you know how frequently the veteran is meditating.
3. **Provide a paragraph summary of the results** of the analysis of the regression and implications for funding this meditation program.

Be sure to attach the Unit 9 Dataset, given in the resources.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length of paper:** One double-spaced page.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

APA Style and Format

Unit 9 Dataset [DOCX]

u09a2 - Findings, Results, Discussions, and Recommendations

Assignment Overview

By successfully completing this assignment, you will demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 2: *Evaluate the dataset provided.*
 - 5: *Develop best practice recommendations based on the research findings.*
 - C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criteria:
 - 1: *Interpret the findings based on the program evaluation.*
 - 3: *Analyze the implications of the findings of the program evaluation.*
 - 4: *Describe the impact of research limitations on the program evaluation.*

Assignment Description

Review the Teen Parenting Case Study and Variables and the Teen Parenting Dataset, given in the resources. Put the data into SPSS, label the variables properly, and then analyze the data using the tests you selected. You should have a report on each of the variables provided in the dataset and you should choose the proper way to analyze the data and represent it. Dig deep into the data to look at trends and patterns in all of the variables. Use more complex statistical tests to see relationships between the different variables.

Assignment Instructions

Complete the following:

- Interpret and report the findings based on the program evaluation. Be sure to comment on all significant results.
- Evaluate the dataset provided and discuss the findings. Comment on significant details in the dataset.
- Analyze the implications of your findings and evaluations. What implications does your study have for the problem and agency?
- Describe any research limitations that should be considered in the implementation of this research study. How might you improve the study?
- Develop best practice recommendations based on the research findings. Support your recommendations with a clear rationale based on the statistics.

Remember that your instructor provides feedback on your assignments. Use the feedback to improve the content of your course project.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Resources are not necessary.
- **Length of paper:** A minimum of 10 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

- **Due date:** Submit your assignment no later than 11:59 p.m. on Sunday of this unit.

Course Resources

APA Style and Format

Teen Parenting Case Study and Variables [PDF]

Teen Parenting Dataset [XLSX]

Unit 10 >> Reducing Evaluation Anxiety, Managing Evaluation Challenges, and Creating an Impactful Presentation

Introduction

Evaluation anxiety involves "feeling anxious about an evaluation and its potential impacts" and is quite common among social work students as well as social service staff and administrators (Grinnell, Gabor, & Unrau, 2016, p. 353). This anxiety is often rooted in lack of experience, negative past experiences, and fear of negative consequences. Therefore, an evaluator must be intentional in reducing this anxiety and encouraging stakeholders to be active participants in the evaluation process (Grinnell, Gabor, & Unrau, 2016).

An evaluator must also be prepared to cope with potential evaluation challenges, including negative community response to evaluation, lack of political will to support evaluation, changes in program priorities, lack of support from program leadership, difficulties in communication between evaluation staff and stakeholders, insufficient financial and staff resources, difficulty recruiting participants, lack of access to needed data, and difficulty managing incoming data (Grinnell, Gabor, & Unrau, 2016). Evaluators, therefore, must be proactive in preparing for potential challenges and be able to adapt to challenges as they arise.

Reference

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following:

- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs (7th ed.)*. New York, NY: Oxford University Press.
 - "Tool C: Reducing Evaluation Anxiety."
 - "Tool D: Managing Evaluation Challenges."

u10a1 - Critiquing Quantitative Research

Assignment Overview

By successfully completing this assignment, you demonstrate your proficiency in the following competency and specialized behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criterion:

- 1: *Critique quantitative research.*
- C4.SP.B: *Apply leadership skills, decision making, and the use of technology to inform program evaluation to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criterion:
 - 2: *Apply critical thinking in verbal and written communication through the use of leadership and technology.*

Assignment Description

In this assignment, you will critique quantitative research focusing on program evaluation.

Assignment Instructions

Use the Capella library to locate a peer-reviewed program evaluation article that uses quantitative analysis. Provide a complete APA citation for the article. Then address the following:

- What are the research questions?
- What is the sample?
- What are the variables and how are they measured?
- What statistical tests are used? Why did the author select these tests?
- What were the key findings?
- What are the potential internal and external validity issues in the conclusions drawn by the authors?

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Length:** 2–3 double-spaced pages.

Course Resources

[APA Style and Format](#)