COURSE SYLLABUS

I. COURSE DESCRIPTION

The second practice course required during the generalist practice II, is normally taken during the second semester of full-time study. Practice II is a macro practice course that involves social work with task groups, organizations and communities. The use of theory in assessment, goal setting, choice and implementation of intervention strategies, evaluation and termination is practiced.

Practice is examined in relation to social work values, ethics, sensitivity to issues of diversity and social, economic and environmental justice. Students are guided in developing critical thinking skills, increased self-awareness and use of self in forming professional relationships characterized by mutuality and respect that enhance both short and long term problem solving skills of the client. Issues of rurality that impact populations and practice are examined.

This course draws on the content of Introduction to the Social Work Profession, rurality, HBSE and Practice I, classes taken previously, and links with HBSE II, Policy and research courses taken concurrently. Knowledge and skills learned in this class are transferred to practicum for direct application.

REQUIRED TEXTS:


II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single specialized practice: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared
definition of generalist practice, given below.

**Generalist practice** is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, economic and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, advanced generalist practice requires:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced generalist practice** builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the
incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

**Rural context** refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

### III. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

### IV. COURSE OBJECTIVES (Student Learning Outcomes: - SLO)

Upon successful completion of course students will be able to:

1. Demonstrate the ability to apply the value base of the profession and its ethical standards with individuals, families, and groups, organizations, and communities. (Competency 1)
2. Develop the skills to use various frameworks of ethical decision-making with multiple systems, specifically with organizations and communities. (Competency 1)
3. Demonstrate the ability to use their understanding of how their personal experiences and affective reactions influence their professional judgment and behavior. (Competency 1)
4. Demonstrate the ability to work with inter-professional teams, and inter-organizational collaboration. (Competencies 1 & 8)

5. Demonstrate the understanding of how to use technology to engage in effective social work practice. (Competency 1)

6. Understand the dimensions of diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spiritually, sex, sexual orientation, and tribal sovereign status. (Competency 2)

7. Demonstrate the skills in the appropriate use of diversity and difference in practice situations with organizations and communities. (Competency 2)

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2)

9. Demonstrate the ability to apply knowledge related to theories of human need and social justice to promote social, economic and environmental justice and human rights. (Competency 3)

10. Demonstrate the ability to use quantitative and qualitative research methods to evaluate social work practice with organizations and communities. (Competence 4 & 9)

11. Demonstrate the ability to engage in policy practice to effect change at the micro, mezzo and macro levels. (Competency 5)

12. Demonstrate the use of theories of human behavior and the social environment to facilitate engagement with organizations and communities. (Competency 6)

13. Demonstrate the ability to use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies. (Competence 6)

14. Demonstrate the ability to critically evaluate and apply knowledge of human behavior in assessment with diverse clients and constituencies, including mezzo and macro systems. (Competency 7)

15. Demonstrate the ability to implement evidence-informed interventions to achieve client and constituency goals. (Competency 8)

V. INSTRUCTIONAL METHODS

The class will involve student discussion, lecture by the instructor, and use of technological and audio-visual media, guest lecturers, field trips and participation in class exercises. Assignments will require the use of the library to collect information for assignments. Students will be expected to use the Internet as a resource for collecting information. Students should sign up for an email account. Some class communications will involve the use of email.
In order to be successful in the class, it is important that students attend regularly, read the assigned material, and come to class prepared to discuss what they have read. **Lectures will not duplicate the reading material except to clarify or to expand upon it.** Students are expected to be active learners and to ask for clarification when they have questions.

**VI. COMPUTER REQUIREMENTS**

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfactl.info/d2l

**VI. COURSE SCHEDULE - *subject to change***

**Week 1 Review of syllabus, course expectations**
- Overview of syllabus, competencies and behaviors
- Knowledge, values, skills, cognitive and affective processes
- Inter-professional education and collaboration
- Holistic view of competence
- Information on plagiarism
- Using micro skills in macro settings
- Introduction to Macro Practice
- Technology in Macro Practice
- Grand Challenges of Social Work

**Required Readings:**
- Netting et al: Chap 1 & 2
- Websites on Plagiarism:
  - http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html
  - http://www.utoronto.ca/writing/plagsep.html
  - http://www.xavier.edu/library/xututor/plagiarism/examples.cfm

**Week 2 Macro Practice in Rural Environments**
- Global Perspectives on Macro Practice
- Ethics and Ethical Dilemmas in Macro Practice
- Professional Values and Ethics
- Value Conflicts and Decision-Making
- The NASW Code of Ethics (2017)
- Ethical Decision-making Steps and Ranking Ethical Principles
- Human rights

**Required Reading:**
- Websites:
  - Story of Stuff by Annie Leonard http://www.storyofstuff.com/
  - http://www.osa.sfasu.edu/Handbook/Integrity.htm#def

**Week 3 Understanding Community Problems and Populations**
- Social, economic and environmental justice
- Diversity and difference in communities
Using group skills in organizational and community change
Agency Changes as Intervention

**Required Reading:**
Netting, CH 3 & 4

**Week 4 Community Collaboration**
Project Implementation and Program Development
Developing and Managing Agency and Community Resources

**Required Readings:**

**Week 5 Understanding Organizational Problems and Frameworks for Assessing Communities**
Discussing Assignment
Developing assessment frameworks
Understanding the role of organizations in solving community problems
Community Resilience
Building Assets and Social Capital in Rural Communities

**Required Readings:**
Netting, CH 5 & 6

**Websites:**
ABCD Institute: Community Stories (choose one to investigate and report back on) [http://www.abcdinstitute.org/stories/](http://www.abcdinstitute.org/stories/)

**Week 6 Presentations of Paper Proposals for Assignment I**

**Week 7 Frameworks for Understanding and Assessing Organizations**
Diversity and Difference in Organizations
Evidence-based practice and practice informed research in organizations
Models – Organization behavior

**Required Readings:**
Netting, CH 7 & 8
Moreau, & Cousins (2014).

**Week 8 MIDTERM**

**Week 9 SPRING BREAK**

**Week 10 Community Context and Organizational Behavior**
Time provided to conduct interviews in community
Mac**ro practice in communities**
Core Concepts for Community Change
Building support for community change
Selecting tactics
Advocacy and Social Action in Populations at Risk

**Required Reading:**
Netting Chap 9 & 10;
Cheezum et al (2013)

**Weeks 12 Evaluation in Community and Organizational Practice**
Alternative Frameworks of Program Evaluation
Politics of Program Evaluation
Termination
Evaluating Macro Practice:
Purpose of Evaluation
Key Concepts in Evaluation

**Required Reading:**

**Websites:**
Basic Guide to Program Evaluation (Center for Disease Control (CDC))
http://www.managementhelp.org/evaluatn/fnl_eval.htm
Family involvement in public child welfare driven systems of care. A Closer
Look. Retrieved from Child Welfare Information Gateway:

**Week 13 Evaluation in Community and Organizational Practice**
Problems and Barriers
Kinds of Evaluation
Stages in Evaluation
Ethics & Values in Evaluation

**Required Reading:**
Netting, Ch 11

**Websites:**
Key Evaluation Checklist:
http://www.wmich.edu/evalctr/checklists/kec_feb07.pdf
Qualitative Evaluation Checklist:
http://www.wmich.edu/evalctr/checklists/qec.pdf
Mixed Methods Program Evaluation:
Getting to Outcomes: http://www.rand.org/pubs/technical_reports/TR101/

**Week 14 Term Paper Due at the beginning of class (4 p.m.)**

**Week 15 Presentations of Community/Organization Planned Change Projects**
Course wrap-up and evaluation

Week 16  Final Examination

VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Not returning from break or leaving class for an extended period of time will count as an absence.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, you are required to refrain from using them during class. This behavior is tracked by the professor and recorded. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average. Place all bags on the floor beside your desk. Inform the professor of any potential emergencies that may require access to your phone. It is admissible for the professor to collect them at the beginning of class.

B. Readings: The course outline provides a list of required readings for each week, many of which are websites for this class. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. Exams: There will be one final exam. Please do not leave the class during exams

D. Quizzes/Exercises: There will be 5 quizzes which may be announced or unannounced. The quizzes will be given at the beginning of the class, and will test students on the assigned readings. Students must be on time, with assigned readings read.

E. Assignments/Presentations: There are two required presentations: one at the design stage of the project, and one to provide an overview of the accomplished project. Students must stay within the allotted time, must upload their presentations into the assigned place in D2L/Brightspace in order for the presentations to be handled quickly, and must be ready to receive during the presentation instructor feedback, critique, and explanations that benefit not only their projects but the entire class. In addition, there is one assigned term paper. Some semesters an opportunity to participate in actual application is available and will be tailored into an assignment.

Referencing & Accessing Appropriate Sources: Referencing is required whenever quoting or otherwise using others’ work such as paraphrasing or employing key ideas. Use standard APA style for citation within the text and in the reference section. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author’s background, and date of information on websites used and will cite all information obtained from websites (see APA Manual for how to reference electronic sources). In doing all
assignments, it is expected that students will use discretion when using online sources that have not been professionally reviewed and that they will also always include sources that have been subjected to peer review and are published in scholarly journals. Be sure that all written assignments are in your own words. Papers written by others or drawing on others’ work without acknowledgment will not be accepted and may result in a failing grade for the course.

Oral & Written Communication Skills: This is a graduate course in a professional program of study for which competency in oral and written communication is expected. Clear oral statements and contributions demonstrating respect for others will be the norm. Written communication using correct spelling and grammar, paper organizational skills, and correct paragraph and sentence structure is expected. These factors are included in grading criteria for assignments.

Participation: Because of the importance of learning from each other, students are expected to attend all class sessions having read all required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students own professional experiences, assigned readings, and critical thinking.

MySocialWorkLab: Students are expected to use MySocialWorkLab to review chapter-specific case studies, videos, and complete practice test and chapter exam assessment.

Assignment Due Dates: Students are expected to turn in assignments on the day they are due. Extensions and incompletes will be granted only in situations where the instructor is contacted in advance, there are extenuating circumstances that are beyond the student’s control, and the terms of the extension are mutually agreed-upon. If a student does not contact the instructor or there are no extenuating circumstances, one letter grade will be deleted for each day an assignment is late. Any accepted late assignments (quizzes, exams, presentations…etc.) are evaluated at the end of the semester. This includes excused late assignments.

GRADING: * subject to change

COURSE GRADES will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>10 quizzes @ 10 pts. each (scheduled or unscheduled)</td>
<td>100</td>
</tr>
<tr>
<td>Presentation of Project proposal in PowerPoint</td>
<td>50</td>
</tr>
<tr>
<td>Term Paper or Community Project (includes paper)</td>
<td>100</td>
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<tr>
<td>Presentation of Completed Projects (or Plans) to Class</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
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GRADING SCALE:

- A = 360 – 400
- B = 320 – 359
- C = 280 – 319
- *D = 240 – 279
- *F = Below 240

*Not applicable as credit toward graduate degree
IX. ACADEMIC INTEGRITY

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. **Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty:

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.

2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.

3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.

4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals: A student who wishes to appeal
decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf]

Withheld Grades Semester Grades Policy (SFA Policy 5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy on grades: [http://www.sfasu.edu/policies/course-grades-5.5.pdf]

Acceptable Student Behavior

The MSW Student Handbook and MSW Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf]

X. STUDENTS WITH DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf]
ASSIGNMENT I: Term Paper
DUE DATE:

For the term paper, begin by identifying a community or a social welfare organization with which you are familiar. These may be contexts in which you have worked or have had field instruction placements. Within these systems you should clearly identify a social welfare problem that is not currently appropriately addressed.

This assignment is designed to address learning content from Unit II: developing analytical skills regarding communities in relation to specific populations and their needs. In this part of the paper you will discuss a need in relation to a specific population (e.g. long term care for frail elders; child care and single working parents; domestic violence and immigrant women) within an arena (a community in which you are either placed in field or in which you have lived, worked or volunteered).

Based on content in chapters 3, 4, 9, 10, & 11 in Netting, Kettner, McMurtry, & Thomas (2012) as well as required readings posted on D2L/Brightspace and scholarly references and government documents/data to build your case for change, choose a project that you can accomplish this semester (or a larger project that can be accomplished next semester, that is planned this semester that you intend to accomplish in the fall), or one that you can imagine accomplishing. (See the instructor for project approval.) Begin immediately by describing the population and working on an overview of the need, including the data that assesses need. Create a plan for change, including what your hypothesis is for intervention, and your change approach, rationale for the change strategy you are using, and your goals and objectives for change.

Based on this, write a focused 12-20 page paper that does the following:

- Provides a description of the population and an overview of the related need. The discussion should be guided by the frameworks in Netting, Kettner, McMurtry, & Thomas’ Chapters 3 and 4. (about 3 pages)
- Examines the relationship between the need and the population within the particular community arena. The analysis should be based on the frameworks in Netting, Kettner, McMurtry, & Thomas’ Chapter’s 5 and 6 regarding communities. (about 3 pages)
- Summarizes your problem analysis -- Cite relevant literature on both the target population and the stated problem (theory, research, evaluation, and practice findings); supporting data, relevant historical incidents, and potential barriers to problem resolution; include target population perspectives; and speculate about the etiology of the problem. (2 pages)
- States your intervention hypothesis (based on your analysis). (1 statement)
- Describes the organization in which the problem is occurring, list participants according to systems, and describe what role(s) the social work change agent will play in the change episode. (1 page)
- States your change approach (policy, program, project, personnel, or practice) and why you have selected this approach, including political and interpersonal considerations, resource considerations, and the likelihood of success. (1 page)
- Discusses and provides a rationale for the strategies and tactics used, including why you
consider this to be a focused or a transformative change. (1 page)

- States goals and objectives that you used to evaluate your intervention -- at least one goal with two outcome objectives (at least one outcome objective and three process objectives and one set of activities). (1 page)

- Reports the actual strategies and tactics that you used, the objectives that were met/unmet, and the general consequences (planned and unplanned) for your intervention. (3 pages).

Include a reference page.

You do not have to have achieved all the results that you intended to achieve, but you need to have helped someone and tried your hand at community/organizational intervention.

The assignment will be graded as follows:
1. Organization and Clarity of Writing Style (25 points)
   - Addresses the assignment in a focused, logical, consistent, and clear manner
     - Uses correct grammar, spelling, sentence and paragraph construction
     - Adequately addresses each part of the assignment
     - Uses appropriate scholarly references and data

2. Quality of Analysis (75 points)
   - Ability to write analytically and the logic of intervention hypothesis
   - Understanding of power dynamics in the change process
   - Insightfulness about strategies and tactic
   - Understanding of outcome-based measurement and how to write goals, objectives, and activities.
   - Ability to critique the process and discuss emergent alternatives
   - Ability to present the interventions used clearly and completely
   - Ability to present the outcomes and findings from the interventions.

This assignment may be modified by the class after projects have been chosen in order to accommodate creative and meaningful projects approved by the instructor.
BIBLIOGRAPHY


Websites:
http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html
http://www.utoronto.ca/writing/plagsep.html

http://www.xavier.edu/library/xututor/plagiarism/examples.cfm


Story of Stuff by Annie Leonard http://www.storyofstuff.com/

http://www.osa.sfasu.edu/Handbook/Integrity.htm#def

ABCD Institute homepage http://www.abcdinstitute.org/


ABCD Institute: Community Stories (choose one to investigate and report back on) http://www.abcdinstitute.org/stories/

SAMHSA: Building Your Program. Evidence-Based Practices KIT. http://store.samhsa.gov/shin/content/SMA11-4633CD-DVD/BuildingYourProgram-COSP.pdf


Getting to Outcomes: http://www.rand.org/pubs/technical_reports/TR101/

Basic Guide to Program Evaluation (Center for Disease Control (CDC) http://www.managementhelp.org/evaluatn/fnl_eval.htm

Look around at other government agencies for their guides to program evaluation!