Subject: Program Evaluation
Credits: 3
PreReq: SW522 or permission of instructor
Applies To & Method Type: CSS, CHLDY, AG, HLTH, MHLTH, Evaluation
Semester: Spring/Summer 2009
Faculty: Cristina Bares, Ph.D., M.S.W, M.A
Contact Info: cbb@umich.edu, 3740 SSWB
Office Hours: By appointment only

Course Description:
This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

Course Content:
This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for social work practice. Students will examine the evaluation of social work programs with particular attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Students will be introduced to models of evaluation derived from social science and social work theory and research. They will learn to apply these models as they develop skills in critically assessing evaluation methods within the social context.

Course Objectives:
Upon completion of the course, students will be able to:
1. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage.
2. Specify a program for evaluation and its theory of change.
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.
4. Plan an evaluation of social work practice.
5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies.
6. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes.

**Course Design:**
The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and experiential exercises. Guest speakers may be invited to address special topics.

**Theme Relation to Multiculturalism & Diversity:**
Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

**Theme Relation to Social Justice:**
Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:**
Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce risk of onset of problems and promote healthy development.

**Theme Relation to Behavioral and Social Science Research:**
Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound. This course will emphasize the relationship of the NASW'S Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of
scientific evaluations. Additionally, this course will emphasize the relationship between the NASW’S Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**Intensive Focus on PODS:**

**Faculty Approval:** 11/8/2006

**Accomodations**

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course can be modified to meet your needs.

**Required Reading**

One textbook is required for this course. There is a second textbook that is recommended.

**Required:**


**Recommended:**


They are both available for purchase at Ulrich’s Bookstore and they are available at the library reserve desk in the School of Social Work Library. Additional readings will also be available as electronic documents on the ctools website. In the schedule below, an asterisk (*) indicates which readings will be on the ctools website for this course.

I expect you to complete the readings before the day they are to be discussed. Coming to class unprepared is not encouraged. Doing the readings before class and coming prepared to share your ideas and thoughts will ensure that we create a lively learning environment every week. Your participation points will be derived from your engagement in class discussion and activities.
**Assignments**

Some of the assignments for this class will be completed during class time. All other assignments will require that you prepare them beforehand; these are listed on the schedule below. Submitting these assignments will be done only through the ctools website; no hard copy assignments will be accepted for full credit. Assignments are due on the day listed on the timeline below at 8:00 am.

Late assignments will be penalized. For each day, including weekend days, that an assignment is late 5 points will be deducted from your total points. If religious holidays or other responsibilities coincide with the time and date of when an assignment is due, it is your responsibility to speak with me before the assignment’s due date to make alternate arrangements.

**Attendance and Participation**

Your attendance at each class meeting is expected. Although doing the readings will introduce you to the concepts, actively discussing the issues with other class members and hearing different perspectives will assist you in learning how to talk about difficult issues with the groups that you will be working with. Therefore, you are also expected to be an active participant in each class session. In addition to voicing your opinions and views, you also will have opportunities during class to share your views through written means.

Since missing an in-class assignment cannot be made up, when you miss class you will lose the chance to earn these points.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation (Includes Discussion Questions and Attendance)</td>
<td>20</td>
</tr>
<tr>
<td>Informed consent form</td>
<td>10</td>
</tr>
<tr>
<td>Description of program to evaluate (Evaluation Proposal Part I)</td>
<td>20</td>
</tr>
<tr>
<td>Logic Model (Evaluation Proposal Part II)</td>
<td>20</td>
</tr>
<tr>
<td>Outcome Measures (Evaluation Proposal Part III)</td>
<td>20</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Reference page correction</td>
<td>10</td>
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<tr>
<td>Final Evaluation Proposal including Individual Presentation</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>155</strong></td>
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</tbody>
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The total number of points that you earn and the number of available points will be used along with the following formula to determine your letter grade at the end of the semester.

- A  94-100%
- A- 90-93%
- B  84-86%
- B- 80-83%
- C  74-76%
- C- 70-73%
- B+ 87-89%
- C+ 77-79%
- D<69% (no credit)

**Class Policies**

You are welcome to write me emails if you have questions about a reading, an assignment, or need to arrange an appointment. Please do not abuse this privilege. I intend to respond to each of your emails within 48 hours, Monday through Friday. Please plan ahead carefully.
If as a result of an emergency you miss a class, please make arrangements with a **classmate** to get the notes, handouts, or other materials. As a general rule you will be able to find the readings, handouts, and assignment instructions on the ctools website for this class, but I will not create alternate assignments for missed classes.

Late assignments will be penalized; for each day, including weekends, that an assignment is late, 5 points will be deducted from your total points.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. May 12</td>
<td>Introduction to Evaluation and Ethical Issues</td>
<td>Royse et al, Ch. 1; Royse et al., Ch. 2; Morris, 2007*</td>
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<tr>
<td>2. May 19</td>
<td>Types of Evaluations</td>
<td>Royse et al., Ch. 5; Hansen, 2002*.</td>
<td>Informed consent form</td>
</tr>
<tr>
<td>3. May 26</td>
<td>Understanding the Program and Program Theory</td>
<td>Weiss, Ch. 3; Harrison et al., 1999**; Spence et al., 2003**; O’Farrell et al., 2003**.</td>
<td>Evaluation Proposal Part I</td>
</tr>
<tr>
<td>5. June 9</td>
<td>Operationalizing Variables, Developing Outcome Measures and Attention to Bias in Creating Questions</td>
<td>Royse et al. Ch. 11 and Ch. 12; Schwarz &amp; Oyserman, 2001*.</td>
<td>Logic Model (Evaluation Proposal Part II)</td>
</tr>
<tr>
<td>6. June 16</td>
<td>Considering the Social Elements when Planning an Evaluation</td>
<td>Royse et al., Ch. 3; Clayson et al., 2003*; McMahon &amp; Washburn, 2003**; Martinez &amp; Eddy, 2005**.</td>
<td>Bring in a draft of Outcome Measures to be peer-reviewed.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Sources</td>
<td>Other Notes</td>
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<td>7. June 23</td>
<td>Evaluation Design and Program Monitoring</td>
<td>Royse et al., Ch. 6 and Ch. 9; Weiss Ch. 8; Reutzel et al., 2006; Stadler &amp; Hongwla, 2002*; Holte-McKenzie et al., 2006</td>
<td>Outcome Measures (Evaluation Proposal Part III)</td>
</tr>
<tr>
<td>8. June 30</td>
<td>Data Analysis Methods – Quantitative and Qualitative</td>
<td>Royse et al., Ch. 4 and Ch. 13</td>
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</tr>
<tr>
<td>9. July 7</td>
<td>Analyzing and Interpreting Quantitative Data</td>
<td>Go over basics of statistics, descriptive statistics, statistical tests Meet in computer lab.</td>
<td>Data analysis exercises</td>
</tr>
<tr>
<td>10. July 14</td>
<td>Writing the Report and Disseminating Results, APA style</td>
<td>Royse et al., Ch. 15; Howell &amp; Yemane, 2006</td>
<td>Bring in a draft of your Evaluation Proposal to be peer-reviewed.</td>
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<tr>
<td>11. July 21</td>
<td>Individual Presentations of your Evaluation Proposals</td>
<td></td>
<td><strong>Due</strong> – Final Evaluation Proposal</td>
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The reading list is subject to change. Additional readings may be added during the semester and made available through ctools. *Denotes a reading that is available on ctools. **Denotes a reading that only some students will do.
Description of Assignments

1. **Informed Consent Form** – Students will prepare an informed consent form for the evaluation that they are proposing to do. Sample consent forms will be available on ctools. The informed consent form should contain the elements discussed in class.

2. **Evaluation Proposal** – Throughout the semester different pieces of this assignment will be due. For each of the parts you may need to consult the library for additional literature on the population or the program that you are evaluating. When you do you use library sources you should use in-text citations and you should create a reference page that both follow APA guidelines.
   a. **Evaluation Proposal Part I**: Choose a program to evaluate. It may be very beneficial to you and to the agency where you are placed that you design an outcome evaluation of their program. To do this, you should meet with your supervisor and discuss this assignment. The first part of the assignment will be to describe the program that you will be evaluating and, to that end, this first part of the assignment should answer the following questions: What is the population that the program serves? What types of services are provided? You and your supervisor should work on identifying the goals of the program. What are the short-term goals? What are the long-term goals? You will be creating an outcome program evaluation in part III of this assignment, but for now I want you to get information from your supervisor about the kinds of issues that they consider important to evaluate and the goals of the program. In addition, for this part of the assignment you will include a literature review of the population that the program targets. You will include at least two empirical articles that describe a population that is similar to the one that your agency serves.
   b. **Evaluation Proposal Part II**: Create a logic model for the program that you are evaluating. Make sure to identify the assumptions, inputs, activities, outcomes, outputs, and impacts of the program. More information to complete this assignment will be provided during class lectures and handouts.
   c. **Evaluation Proposal Part III**: Design an outcome evaluation for the program that you identified in parts I and II. This part of the assignment should incorporate all the pieces that you have been turning in during the semester. 1) Describe the population that is the focus of the program. 2) Describe the program. 3) What type of evaluation will you do? You will need to show that the type of evaluation matches the kinds of information that your agency desires to be answered. Why have you decided to do this type of evaluation? 4) You will need to identify the outcomes that will be measured and specify how they will be measured. 5) Include your logic model. 6) What issues do you have to consider when working with the population that your agency serves?
   d. **The Final Evaluation Proposal** – will include the pieces that were turned in earlier (Parts I, II, III) in addition to describing the program theory underlying the program. You will expand your literature review to include a review of previous evaluations conducted on programs similar to the one you are evaluating. The paper should also describe the design of the evaluation and provide a rationale for why this design was chosen, it will describe which variables will be measured, it will identify which instruments will be used for measurement, it will describe how culture plays a role in the evaluation. Lastly, this part of the assignment will discuss the expected findings of the evaluation. The final paper should be written, formatted and use citations in APA style.

3. **Data Analysis**: Analyze a dataset on students’ anxiety levels. This dataset will allow students to practice some descriptive statistical analyses and also some pre-post analysis using SPSS. The data analysis report will ask students to interpret and write up the results in narrative form.
4. **Reference page correction** - Correct a reference page so that it follows APA style guidelines for citations.

5. **Discussion Questions** – There are two parts to this class requirement. 1) Each student will be responsible for submitting at least one question based on the readings each week. Students will submit their Individual Question in the ‘Discussion’ feature in ctools. 2) In addition, each student will sign up to lead the class in a discussion of the week’s topic. Depending on the number of students in the class, you may be in groups to do this. Each group will be responsible for presenting questions to the class based on the Individual Questions that students submit through the ‘Discussion’ feature and for creating comprehensive and integrative questions to pose to the class. In turn, the class will be responsible for fully answering their questions. For the discussants, be thoughtful in the questions that you ask so that students walk away from the discussion with a better understanding of the material.

(Clayson, Castaneda, Sanchez, & Brindis, 2002; Cockerill, Myers, & Allman, 2000; Hansen, 2002; Harrison, Boyle, & Farley, 1999; Holte-McKenzie, Forde, & Theobald, 2006; Howell & Yemane, 2006; Martinez & Eddy, 2005; McMahon & Washburn, 2003; O'Farrell, Fals-Stewart, Murphy, & Murphy, 2003; Reutzel, Fawson, & Smith, 2006; Schwarz & Oyserman, 2001; Spence, Sheffield, & Donovan, 2003; Stadler & Hlongwa, 2002)
Reading list


