EVAL 683:005  
Subject: Evaluation in Social Work  
Credits: Evaluation  
3  
PreReq: SW522 or permission of instructor  
Applies to & Method Type: CSS, CHLDY, AG, HLTH, MHLTH, Evaluation  

Semester: Fall 2009  
Instructor: Letha Chadiha, PhD  
Meets: Friday, 9-Noon  
Office: 3692 SSW  
Location: 2752SSW  
Phone: 734.763.9396  
Email: lethac@umich.edu  
Office Hours: Thurs., 4–6 P.M. or BA

1. 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.

II. 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.

III. 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.

IV. 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.

V. Theme Relation to Multiculturalism & Diversity

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.

VI. Relationship to Social Work Ethics and Values: 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 undergird 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).

VII. Intensive Focus on Privilege, Oppression, Diversity, and Social Justice (PODS)

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.

VIII. Role of Instructor and Students

The instructor will encourage critical thinking and participation of students in class discussions. She will be available during office hours and by appointment to discuss assignments.

Students will attend class, complete readings/assignments and participate in class discussions as well as in experiential exercises. If a student is unable to attend a class session or meet deadlines of assignments, she or he is expected to discuss these matters promptly by e-mail or in person with the instructor. Failure to attend class regularly or complete an assignment when it is due may result in decreased grade points (5 points for each infraction).

Accommodations for Students with Disabilities: If you need an accommodation for a disability, please let know. As soon as I am aware of your needs, we can work with the Office of Services for Students with Disabilities to help determine appropriate accommodations. I will treat any information you give as private and confidential.

IX. Discussions, Presentations, Mid-Term Examination, Written Assignments (i.e., Evaluation Proposal) and Grading Criteria

1. Beginning the second week of class, two students will be required to lead the discussion of weekly readings in journals. [Note1]: All students are expected to have read the weekly readings and contribute to the class discussion. Students will sign up for their topic of interest on the 1st day of class. [Note2]: Students are expected to be scholarly and creative in leading these discussions. For example, students in a prior class summarized weekly readings in PowerPoint presentations and used web resources to expand weekly readings. Students also implemented role plays, short quizzes, and brief exercises in discussant roles. Students are encouraged to refer to the textbook for exercises and questions to use in discussions. (15 points for discussant role; each discussant will typically receive full points for this assignment unless he or she fails to present and/or contribute to it.)

2. Students will be required to present an oral presentation on their evaluation proposal during the last two class days. Students are encouraged to use PowerPoint for these oral
presentations that will include the research question(s)/goals, methods (sampling, evaluation design, data collection, measures), analysis plan, strengths and limitations of the evaluation proposal. (15 points for oral presentation; presenters will typically receive full points for this assignment unless they fail to make an oral presentation.)

3. Students will be required to take a mid-term class take-home examination. This examination will be designed to cover knowledge that students will have acquired prior to the date that students will receive their take-home exam. The exam will be distributed on October 9th and due on October 16th by electronic mail (30 points for exam).

4. Students will be required to plan and write a scholarly, innovative Evaluation Proposal valued at 40 points; this proposal will be written in two parts (20 points for Part 1; 20 points for Part 2). This assignment aims to provide students with methods and skills of social work evaluation as well as professional proposal writing skills in the scientific evaluation of practice and services.

4a. GUIDELINES FOR PART 1: This part of the evaluation proposal focuses on the evaluation problem, the program and/or the service specification and literature review ending with a synthesis and conclusion. Students are required to include the list of references cited (See 4b-6, page 6) in Part 1. This part will be due on November 6th by electronic mail.

4-a1. Evaluation Problem/Program Specification. Working with your field instructor, identify and select a social problem, a program and/or a service within the agency for evaluation. **Note:** If you are not in a placement, identify and select a social problem, a program and/or a service that you would like to evaluate in the future.

   a. Identify the specific evaluation research question(s) you plan to address in your evaluation proposal.
   b. List the goals and objectives for the social problem, program and/or service.
   c. Specify the client and/or system conditions that the problem, program and/or service will attempt to address.
   d. Design a logic model for the evaluation problem, program and/or service that includes:
      1. Inputs/resources
      2. Activities you will undertake to address the problem, program or service.
      3. Short-term and long-term outcomes with a rationale for why these outcomes are expected to occur.
      4. Identify potential stakeholders in the evaluation and explain their involvement in the evaluation process.

   (Estimated number of pages for a-e is 4-5 double-spaced word processed pages.)

4-a2. Literature Review, Synthesis, and Conclusion. Conduct and summarize a selective and critical review of the empirical literature on the problem, program and/or service;
attach the list of references (See 4b-6 on next page) used in writing this review
(Estimated number of pages for review is 3-4 double spaced word processed pages).

(MAXIMUM number of pages for Part 1 is nine).

NOTE: The instructor will give feedback to students and allow them to revise this
section of the proposal, which students will resubmit with Part 2.

4b. GUIDELINES FOR PART 2: This part of the evaluation proposal focuses on the
research design, analysis plan, references and abstracts. Students are required to submit
Part 2 of the proposal via electronic mail by December 14th. For this final submission,
students are expected to submit Part 1 (with or without revisions) and Part 2 as one
document.

4b-1. Specific Research Design:
   a. Identify the specific research design you will use to address the evaluation’s
      research question(s), goals and objectives in Part 1. That is, what specific design
      (e.g. survey research, quasi or true experimental design) you will use to evaluate
      the problem, program and/or service you have described in Part 1?
   b. If you are using a pre-, quasi- or true experimental design, draw a diagram of your
design. Address how you will form the research groups you need to carry out the
design of your evaluation, i.e., will you use random assignment to place
participants in groups?
   c. Address the strengths and limitations of your design in answering the
      research question(s). That is, how are you able to address threats?
to internal validity (e.g., selection, maturation, dropout) using your
design?

(Estimated number of pages for a-c is 2-3 double spaced word processed pages).

4b-2. Research Design: Sample, Selection of Participants, Recruitment & Retention
   a. What type of sample will you use?
   b. What inclusionary criteria will you use for selecting participants?
   c. How will you recruit, contact, and retain participants?
   d. How will you address problems of low participation and attrition?
   e. How will you protect the rights of participants such as ethical issues of
      informed consent, voluntary participation, protection of sensitive data, etc?

(Estimated number of pages for a-e is 2-3 double spaced word processed pages).
4b-3. **Data Collection and Measurement.** Identify and discuss the mode of data collection for your evaluation. Discuss the conceptualization and operationalization of the measure(s) you will use to analyze the problem/program/service. If you will use standardized measures, then discuss the populations/samples upon whom the measures were developed and standardized, including statistical information and documentation on reliability and validity of the measure(s).

NOTE: If you cannot find a standardized measure in the literature and decide to construct your own measure(s), you are required to provide examples of items in the measure(s) and explain how you will address reliability and validity issues of these new constructed measure(s). (Estimated number of pages for this part is 1-2 double-spaced word processed pages).

4b-4. **Analysis Plan**

Your analysis plan should be linked to the evaluation research questions, goals and objectives of the problem, program and/or services as well as linked to the evaluation design including measurement. Students are expected to describe the appropriate statistical techniques for analyzing data on measures of sample characteristics and evaluation outcome measures. This description should include an explanation of the level of measurement for all measures. Alternatively, students may choose to summarize this analysis plan in a table that describes all measures (i.e., sample characteristics and outcome measures), their level of measurement and the appropriate statistical techniques for analyzing data on all measures.

(Estimated number of pages is 1-2 double spaced word processed pages).

4b-5. **Brief Conclusion**

Your conclusion should integrate literature from the review and include any expected implications for practice/policy/research.

4b-6. **References (minimum of 10) and two abstracts (maximum of 250 words using this format: Purpose, Design and Methods, Expected Results, and Implications for Practice and Policy).** NOTE: One abstract should be written using technical language and the other should be written using non-technical (i.e., lay person) language.

4b-7. **Informed Consent Statement.** Using the guidelines in your textbook, write a one-page informed consent statement.

(MAXIMUM number of text pages for Part 2 is 10-12; submit the logic model, informed consent statement, abstract, and any instruments with measures as an appendix)

Students are required to write the text, citations and references for their proposal using the 5th Edition of the American Psychological (APA) style. They are required to use
headings from the guidelines of the proposal for their proposal’s text. A student’s noncompliance to this requirement may result in a 5-point deduction.

X. Summary and Dates of Written Assignments and Grading Scale

Take-Home examination due on **October 16th**
Part 1 of Evaluation Proposal due on **November 6th** in class
Part 2 and Part 1 (with or without revisions) of Evaluation Proposal due before or on **December 14th** via electronic mail as an attachment.
**NOTE:** All assignments are expected to be submitted as electronic documents in Microsoft Word format.

Grading will be rigorous but fair. Grades are determined by academic performance, not effort. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>91-94</td>
</tr>
<tr>
<td>B+</td>
<td>86-90</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>B-</td>
<td>76-79</td>
</tr>
<tr>
<td>C+</td>
<td>72-75</td>
</tr>
<tr>
<td>C</td>
<td>70-71</td>
</tr>
<tr>
<td>&lt; 70</td>
<td>not passing</td>
</tr>
</tbody>
</table>

**NOTE:** An A+ grade is possible but rare; it is earned by the exceptional student whose work exceeds the scope of the course’s requirements.

XI. Required Textbook


**NOTE:** Required weekly readings, excluding those from Royse et al., are posted as PDF files on CTools. Textbook is placed on reserve in the lobby area of the Undergraduate Library (UGLI).

XII. Dates of classes

<table>
<thead>
<tr>
<th>Month</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>11, 18, 25</td>
</tr>
<tr>
<td>October</td>
<td>2, 9, 16, 23, 30</td>
</tr>
<tr>
<td>November</td>
<td>6, 13, 20 [Thanksgiving Holiday Break, 11/26-27]</td>
</tr>
<tr>
<td>December</td>
<td>4, 11</td>
</tr>
</tbody>
</table>

**Note:** Bold denotes dates of mid-term examination and submission dates of evaluation proposal, Part 1.

XIII. Course Topics and Required Readings

**Session 1**  September 11

**Topic:** Introductions and Course Overview
1. What is social work evaluation?
2. What is a program?
3. Why should social workers conduct evaluations?
4. What is the role of social workers as evaluators?
5. Who are stakeholders in evaluations?
6. What is the role of stakeholders in evaluations?

Textbook Readings:
Chapter 15, Writing Evaluation Proposals, Reports, and Journal Articles, Pp. 373-392.

Video: Golden Girls
Exercise: Small Group Interaction: Discussing and responding to the video.
Other: Students will choose weekly readings for their first class presentation.

Session 2: September 18

Topic: Ethical Issues, Values and Cultural Issues in Evaluation

Articles:


Textbook Readings:
Session 3: September 25

Topic: Planning/Conceptualizing/Specifying Evaluations

Articles:

Textbook Readings:

Session 4: October 2

Topic: Needs Assessment

Articles:

Textbook Readings:
Session 5: October 9

Topic: Measurement Issues in Evaluation

Articles:


Video & Exercise: Measuring “Success” of the Golden Girls’ Program

NOTE: Take-home midterm exam disseminated on this date.

Session 6: October 16

Topics: Sampling in Evaluation
(No student discussants for this session)

Readings:


Group Exercise: Drawing (1) a random sample and (2) a nonrandom sample

NOTE: Take-home midterm exam due on this date via electronic mail.
**Session 7: October 23**

**Topic: Formative and Process Evaluation**

Articles:

Textbook Readings:

**Session 8: October 30**

**Topic: Program Monitoring and Improvements in Evaluation**

Articles:

Textbook Readings:
Session 9: November 6

Topic: Conceptualizing/Specifying Outcomes in Evaluation

Articles:


Textbook Readings:

NOTE: Part 1 of proposal due on this date.

Session 10: November 13

Topic: Benefit-Cost Analysis in Evaluation

Articles:

Textbook Readings:

NOTE: We will devote 30 minutes of class time in discussions about the final assignment. In addition to a question-and-answer session, the instructor will provide illustrative examples of prior students’ presentations.

**Session 11: November 20**

**Topic: Statistics and Quantitative Data Analyses in Evaluations**

This class session will be held in the UMSSW Computer Lab located in the UMSSW Library. Due to the instructor’s attendance at the Annual Conference of The Gerontological Society of America Ms. Rebecca Karb, MSW, a joint doctoral student in Sociology and Social Work will teach this lab class. Ms. Karb has taught introductory statistics to incoming doctoral students and undergraduate students in UM Department of Sociology. Students will have an opportunity to conduct hands-on analyses during this class. As evidence of class attendance, students will sign in and sign out of this class session.


**THANKSGIVING HOLIDAY BREAK ON NOVEMBER 26th - 27TH.**
**CLASSES RESUME ON MONDAY, NOVEMBER 30th**

**Session 12: December 4**

Student Presentations

**Session 13: December 11**

Student Presentations

Students may submit final proposals on this date. Final submission date for both Part 2 and Part 1 (with or without revisions) of Evaluation Proposal is **December 14th** via electronic mail.
Instructions for selecting two articles: Select two data-based articles of interest to you that are not assigned class readings. These articles must address an evaluation of a program, service, treatment or intervention; they can be based on qualitative data and/or quantitative data.

Instructions for examination: This examination is organized into 2 parts. Part 1 is an article summary and critique of both articles; Part 2 is a brief written technical report/executive summary and logic model. You should consult the technical report that the instructor disseminated in class and use it as a guide for writing your technical report/executive summary. Use prior class handouts for constructing your logic model. The criteria for the article summary and critique as well as criteria for the technical report/executive summary and logic model are described below. The instructor will use these criteria to grade your examination for content, thoroughness and critical thinking; she will also grade your examination for timely submission, accurate use of APA format, writing quality and whether your article is appropriate for the examination. You are required to submit a copy of both articles with your exam; final due date for exam submission is the Monday (October 22) following students’ return from 2007 fall break.

Goal of Examination: To facilitate students’ understanding and mastery of evaluation content that has been covered in class prior to the week of October 22.

Part 1 Criteria: Article summary of both articles (no more than 6 single spaced word processed pages for both articles) must include:
   a. Brief background on the problem addressed
   b. Purpose of the study including specific research questions/hypotheses/goals/objectives
   c. Brief summary of the literature review
   d. Design and Methods including the type of evaluation and type of measures used in the article
   e. Brief summary of findings
   f. Main conclusions, limitations and strengths of the article
Brief summary of implications for practice and policy

References of two articles in APA format

TOTAL POINTS FOR PART 1 = 15 (7.5 points each article)

Part 2 Criteria: Brief technical report/executive summary (no more than 4 single spaced word process pages) of one article of your choice and a logic model of one article of your choice.

Criteria for brief technical report/executive summary:

a. Purpose of the evaluation reported in the article
b. Methods including (1) evaluation research design, (2) participants, (3) human subjects matters (e.g., informed consent, incentives, IRB approval), (4) data collection technique(s), (5) measures, and (6) analysis procedures
c. Characteristics of participants and key findings pertaining to the purpose/goals/objectives of the evaluation
d. Brief conclusion with limitations and strengths of the evaluation research in addition to 1-2 recommendations

Criteria for logic model: Students should use prior class handouts and relevant readings in constructing the logic model.

TOTAL POINTS FOR PART 2 = 15 (7.5 points for technical report/executive summary; 7.5 points for logic model)