COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683 (Fall Term, 2011, Section 005, Class# 22133
TIME & PLACE Fri 2:00-5:00pm, Room 2302, School of Ed. Building
CREDIT HOURS: 3
PREREQUISITES: SW 522 or permission of instructor
INSTRUCTOR: Janet Ray, LMSW, LEO Intermittent Lecturer
CONTACT DETAILS: SSWB - Rm. 2766
   E-mail: jlray@umich.edu
   Phone: 313 320-4850
OFFICE HOURS: Friday: 12:30pm-1:30pm or by appointment

COURSE STATEMENT

This course statement was approved by Governing Faculty on Nov. 8, 2006.

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.

2. 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.
3. 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.

4. Course Design

The course will use an integrative learning approach. Students will select local community-based evaluation projects based on their areas of interest and educational needs, and form, groups of 3 to 5 students. Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role plays will be used. Client agency guests may be invited to present evaluation needs and discuss evaluation results. Students will access C-Tools for additional course-relevant resources. Each course meeting will include a mini-lecture, group time to work on evaluation projects, and consultation from the instructor.

5. Relationship of the Course to Four Curricular Themes

• Multiculturalism and 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.

• Social Justice and Social Change: 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.

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

• **Social Science:** 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.

6. **Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS):**

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.

7. **Relationship of the course to Social Work Ethics and Values**

This course will emphasize the relationship of the NASW 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 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).
RELEVANT POLICIES

1. Religious Holidays
Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official University of Michigan policy on religious holidays and a list of possible conflicts with classes can be found at: http://www.provost.umich.edu/calendar/religious_holidays.html

2. Learning Needs and Disabilities
Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

3. Attendance
The School of Social Work attendance policy can be found in the Student Guide. Attendance will not be recorded in this course. Attendance is not included in the grading rubric for this course with the exception of site visits. Students are expected to visit the client agency at least twice during the semester.

4. Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. Assignments submitted more than two days late will be graded down one full grade (points are calculated by assignment) when the assignment is submitted late. Exceptions will need prior permission of the instructor.

5. Grading System
At the beginning of the semester students will choose to be graded as a group OR individually. A 100-point system is used. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91–93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
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6. Incompletes
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.
ASSIGNMENTS

Assignments will be completed by project groups of 3 to 5 students. Assignments will be submitted on C-tools for feedback and grading. In addition, a hard copy per group will be submitted at class. Students are expected to complete the point requirement total of 100 points. Required and optional assignments are presented next. The optional assignments are selected to meet the needs of the client agency as described in the project evaluation plan. Any deviations from the assignment list must be approved by the instructor and recorded on the Project Point Plan.

All student groups must complete the Required Assignments (indicated with R)

R1. Two Site Visits (5 points per visit – 10 points total)
Each student project group must make two visits to the client agency. Students must document the meeting agenda and the notes of what transpired, including action steps. These documents will be submitted on C-tools. On occasion, a project team will make more than two visits; however, a maximum of 10 points will be assigned for site visits.

R2. Program Specification Using Logic Model (15 points)
This written assignment requires the articulation of a program’s theory of change using a one-page logic model. The logic model will include (1) a description of clients and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected client outcomes. Include relevant theories, curriculums, and/or research that inspired the development of the model. Include a Reference/Resource page to identify published references (theorists, research studies) and other source materials (i.e. program handbooks, interviews with program staff) used in the development of the model.

R3. Program Evaluation Plan (15 points)
Students will design a 1-3 page Program Evaluation Plan for the program specified in the first assignment. Components of the plan will include (1) the purpose of the evaluation and evaluation approach, (2) type of evaluation components planned and relevant key evaluation questions, (3) evaluation design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design, (4) data collection schedule and narrative of measurement, (5) data analysis plan, (6) a plan for reporting and utilizing the results and (7) Cost for evaluation implementation. References will include a listing of evaluation articles that were used to inform the evaluation plan. The plan will also include what optional assignments will be included and their due dates.

R4: Presentation of Project to the Class (10 points)
On the last class, students will present project process, deliverables, and evaluation lessons learned using 3 to 4 power point slides. Presentation will be 15 minutes in length and will include time for questions.
Student groups can select from the list of Optional Assignments (indicated with O)

O1. Development of a data collection tool (10 points)
Students will design a survey, interview protocol, focus group script or observation tool for their project in accordance with the project evaluation plan.

O2. Standardized tool review (10 points)
Students will cull the literature and internet search engines for reviews of standardized evaluation tools (tests of validity, reliability). Students will report on search results using a matrix or write an abstract of results.

O3. Data entry and analysis (20 points)
Students will design a database in PASW (formerly SPSS) to enter data. The data will be analyzed using descriptive statistics, frequencies, and bi-variates (as needed). Output will be generated to answer key evaluation questions. Data analysis can be conducted on data previously collected by the client agency.

O4. Dissemination: Executive Summary Report (15 points)
Students will use PAWS output results to write 1-2 page “executive summary” for client agency stakeholders. Graphics are expected.

O5. Dissemination: Power Point Slide Presentation of Results to the Client (20 points)
Students will use PAWS output results to develop power point slides of results. Students will present to client agency stakeholders. Graphics are expected.

ASSIGNMENT SUBMISSION SCHEDULE

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Required 1 – first meeting ( 2nd meeting depend on client needs)</td>
<td>Sept 23</td>
</tr>
<tr>
<td>Required 2</td>
<td>Sept 30</td>
</tr>
<tr>
<td>Required 3 and identification of all optional assignment and the client driven due dates of optional assignment</td>
<td>Oct 14</td>
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<tr>
<td>Required 4 and all Optional Assignments</td>
<td>Dec 2</td>
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</tbody>
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Optional assignments submission dates will vary based on the client’s needs.
TEXTS

REQUIRED

OTHER TEXT RESOURCE (available at the Graduate Library)


SESSIONS, LEARNING TOPICS, & READINGS

<table>
<thead>
<tr>
<th>Session 1, September 9</th>
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<tbody>
<tr>
<td>Topics: Introduction to course expectations, overview of program evaluation (compared to research), evaluation at the program level, types of evaluation, review of student experiences and interests, evaluation standards and ethics.</td>
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  • Royse Chapter 1: Introduction


  • NASW Code of Ethics, Evaluation-relevant standards. (Handout)


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<tr>
<th>Session 2, September 16</th>
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<tbody>
<tr>
<td>Topics: Program theory of change, logic modeling, evaluation planning. <em>Role Play: Logic model development and evaluation planning for agency serving adolescent girls in West Virginia</em>. Project Options.</td>
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  • Royse Chapter 2: Ethical Issues in Program Evaluation


• FILM: Keeping Martin Luther King's vision alive FVL/ VIDEO S33 - on reserve at the Askwith Library - 65 minutes

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<th>Session 3, September 23</th>
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• Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles

• Capability for Health - Using Logic Models for Evaluation Planning Webinar http://www.youtube.com/watch?v=Pwoue0TSGx8

<table>
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<tr>
<th>Session 4, September 30</th>
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<tbody>
<tr>
<td>Topic: Customer satisfaction evaluations, data collection, analysis and reporting.</td>
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• Royse Chapter 7: Client Satisfaction

• Council on Accreditation: Performance Quality Improvement Standards (PQI) 7.11, COA, NY, NY. (H)


• How to use excel for data analysis WEBINAR retrieved on June 25, 2011 at http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu 58 minutes

| Session 5, October 7 |
Topics: Qualitative methods, Focus Groups, Interviewing, Evaluator Observation

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
- LAMP Focus Group - http://www.youtube.com/watch?v=_s5M-zWnsJs
- How to Run an Effective Focus Group - http://www.youtube.com/watch?v=selwAVm2tk4

Session 6, October 14 (CLASS HELD IN COMPUTER LAB) – Topics: Quantitative methods, surveys, rating scales, sampling Statistic using Excel, Introduction to SPSS

- Royse Chapter 5: Formative and Process Evaluation
- Royse Chapter 8: Sampling
- Formative Assessment Webinar with Case study HIV+ Capacity for Health Webinar http://www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu 58 minutes
- Optional-Overview Behind the headlines 18514-H – Askwith Media Library (60 min.)

Session 7, October 21
Topics: Criteria for selecting standard outcome measurement instruments, search engines, reviews of standardized instruments

Guest Lecturer: Jodi Neale, Director of Quality and Professional Development, Judson Center. 3:30pm

- Royse Chapter 12: Illustrations of Instruments


• Film: Say What you Mean 44734-H at Askwith Library

**Session 8, October 28 2nd Assignment Submission**

Topics: Treatment Fidelity, Manual adherence. Program Drift, Role of politics in evaluation.

• Royse Chapter 13: Pragmatic Issues


**Session 9, November 4**

Topic: Outcome designs

• Royse Chapter 6: Single System Research Designs

• Royse Chapter 9: Group Designs

• Royse Chapter 11: Measurement Tools and Strategies


Session 10, November 11
Topics: Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics

• Royse Chapter 14: Data Analysis


• Film: Statistic at a Glance: 696-H at Askwith Library - 28 min

Session 11, November 18
Topics: Cost effectiveness designs, cost-analysis, human subject protections, evaluation budgets.

• Royse Chapter 10: Cost Effectiveness and Cost Analysis


• Business Promotion: Cost Benefit Analysis of Online Course Evaluations.wmv http://www.youtube.com/watch?v=PMcgFJ0aJkc

NO CLASS NOVEMBER 25th DUE TO UNIVERSITY HOLIDAY

Session 12, December 2
Students will present project achievements and lessons learned to their classmates.

Session 13, December 9
Students will present project achievements and lessons learned to their classmates. Class wrap-up and top lessons learned

LEO Lecturers’ Employee Organization, Loc al 6244, AFL-CIO