

Spring/Summer 2012

COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: SW 683
SECTION NUMBER: Section 001, Monday 1:00 PM- 5:00 PM, Classroom 3752 SSWB
CREDIT HOURS: 3
PREREQUISITES: SW 522 or permission of instructor

Instructor

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Office Hours: by appointment

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 multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and experiential exercises. Guest speakers may be invited to address special topics.

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 risk of onset 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'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).

8. Attendance and Participation

Attendance will be monitored throughout the semester. Students are expected to attend all lectures and prepare by completing the assigned readings prior to class. Students are expected to participate in the following class activities: Q & A discussions, small group applications and mock exercises. Coming to or leaving class mid-way is considered an absence. Attendance and participation (answering questions, asking questions, contributing to discussion) are 10% (10 points) of the final grade.

9. Deadline Expectations

All assignments are due at the beginning of class on the date listed in the course outline or will be completed as an in-class assignment (as noted). The assignment will be graded down one full grade (points are calculated by assignment) when the assignment is submitted late. Assignments submitted more than two days late will not be accepted; the student will be assigned zero points. Exceptions will need prior permission of the instructor.

10. Grading System

Grades are earned by successfully completing the work on the assignments, demonstrating understanding of the evaluation concepts, attending and participating in class. A 100-point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+	97-100	B+	87-90	C+	77-80	D	<69 (no credit)
A	94-96	B	84-86	C	74-76		
A-	91-93	B-	81-83	C-	70-73		

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. Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. Please review the Student Guide section on Ethical Conduct in the University Environment (pp. 50-52). This section addresses plagiarism, harassment and discrimination policies. Students are expected to complete assignments on their own.

11. Assignments

A. Program Specification Using Logic Model (20 points) Due 5/21/12

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. The model will reflect relevant theories, curriculums, and/or research that inspired the development of the model. The assignment will also include a paragraph narrative of the model and a one-page Reference/Resource listing of published references (theorists, research studies) and other source materials (i.e. program handbooks, interviews with program staff) used to articulate the model. The Program Evaluation Plan (assignment #5) will be written using this same program. The logic model will be re-submitted as part of the Program Evaluation Plan at the end of the semester.

B. Data Collection Methods Exam (15 points) Due 6/11/12

Students will complete an Exam to demonstrate knowledge of various quantitative and qualitative collection methods.

C. Executive Summary Report (15 points) Due 7/9/12

A 1-2 page "executive summary" report is expected. Graphics are optional.

D. Evaluation Critique: Quality and Treatment Effect (10 points) Due TBD

Students will read a brief article of an evaluation prior to class. In class, students will present their findings and determine the quality of the study and treatment effect size using a rating form provided by the instructor.

E. Program Evaluation Plan (30 points) Due 8/6/12

Students will design a 3-4 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 tools including an abstract (written by student) of a standardized outcome measure, (5) data analysis plan, and (6) a plan for reporting and utilizing the results. The program logic model and references are required attachments. The references should include published evaluations conducted on a similar population, similar program, and/or using similar methods.

12. Readings and Assignment Due Dates

Required Text

Weiss, C.H. (1998) Evaluation (Second Edition). Englewood Cliffs, NJ: Prentice Hall.

Royse, D. Thyer, B., Padgett, D. and Logan, TK (2005) Program Evaluation: An Introduction (Fourth Edition). Brooks Cole.

Other Text Resources

Patton, M.Q. (1997) Utilization-Focused Evaluation (Third Edition) Thousand Oaks, CA: Sage Publications.

Pecora, P.J., Seelig, W.R., Zirps, F. A., & Davis, S.M. (Ed) (1996) Quality Improvement and Evaluation in Child and Family Services: Managing into the Next Century. Washington, DC: CWLA Press.

Wholey, J.S., Hatry, H.P. & Newcomer, K.E. (1994) Handbook of Practical Program Evaluation (First Edition) San Francisco: Jossey-Bass.

All articles are available via UM School of Social Work Mirlyn: Course Reserves. Handouts will be provided to students by the instructor.

Lecture 1, May 7th

Introduction to course expectations. Assessment of program, evaluation, and research experience. Evaluation standards. Comparison with research.

- Weiss Chapter 1: Setting the Scene
- Royse Chapter 1 Introduction

- NASW Code of Ethics
- Joint Committee on Standards for Educational Evaluation The Program Evaluation Standards (Second Edition). Thousand Oaks, CA: Sage Publications.

Program theory of change, logic modeling, Role Play: Logic model development for agency serving women in need of permanent housing.

- Weiss Chapter 2: Purposes of Evaluation
- Royse Chapter 2 Ethical Issues in Program Evaluation

- Gardner, F. (2000) Design Evaluations: Illuminating Social Work Practice for Better Outcomes. *Social Work*, 45(2), 176-183.
- Savas, S.A. (1996) Chapter 2: How Do We Propose to Help Children and Families? Pecora, P.J., Seelig, W.R., Zirps, F. A., & Davis, S.M. (Ed) Quality Improvement and Evaluation in Child and Family Services: Managing into the Next Century. Washington, DC: CWLA Press.
- Washington, T. (2002) The Homeless Need More than Just a Pillow, They Need a Pillar: An Evaluation of a Transitional Housing Program. *Families in Society* 83(2), 183-189.

Lecture 2, May 14th

Specification of target population, system conditions, components/activities and expected outcomes.

- Weiss Chapter 3: Understanding the Program
- Royse Chapter 3 Needs Assessments

- Handout: A Guide to Evaluation for Skillman Foundation Grantees (1996), The Skillman Foundation.
- Cherin, D. and Meezan, W. Evaluation as a Means to Organizational Learning (1998), *Administration in Social Work*, 22(2), 1-21.
- Madison, A. (1992) Primary Inclusion of Culturally Diverse Minority Program Participants in the Evaluation Process. *New Directions for Program Evaluation*, Jossey-Bass Publishers 53, 35-43.

Develop logic model drafts/practice exercise. Evaluation approaches and planning. Role play discussion: non-profit agency in need of evaluation services for adolescent female residential program continuum.

- Weiss Chapter 4: Planning the Evaluation
- Weiss Chapter 5: Roles for the Evaluator
- Royse Chapter 5 Formative and Process Evaluation

- Mowbray, C, Bybee, D., Collins, M. and Levine, P. (1998). Optimizing Evaluation Quality and Utility Under Resource Constraints, *Evaluation and Program Planning* 21, 59-71.

- Fleischer, S., Avelar, C., Latorre, S., Ramirez, J., Cubillos, S., Christainsen, H., and Blaufarb, H. (1995). Evaluation of a Judo/Community Organization Program to Treat Pre-delinquent Hispanic Immigrant Early Adolescents, *Hispanic Journal of Behavioral Sciences*, 17(2), 237-248.
- Mathie, A. and Greene, J. (1997) Stakeholder Participation in Evaluation: How Important is Diversity? *Evaluation and Program Planning*, 20(3), 279-285.

Lecture 3, May 21st

Logic Model Due

Quality improvement processes, accreditation, consumer satisfaction surveys, standardized quantitative measures, sampling. Role play: Survey Development for LGBTQ Youth.

- Weiss Chapter 6: Developing Measures
- Royse Chapter 8 Client Satisfaction Studies
- Martin, J. and Meezan, W. (2003) Applying Ethical Standards to Research and Evaluations Involving Lesbian, Gay, Bisexual, and Transgender Populations. *Research Methods with Gay, Lesbian, Bisexual, and Transgender Populations*, 181-201.
- Early, T. (2001) Measures for Practice with Families from a Strengths Perspective. *Families in Society*, 82(3), 225-232.
- Martin, J., Petr, C., and Kapp, S. (2003) Consumer Satisfaction with Children's Mental Health Services, *Child and Adolescent Social Work Journal*, 20(3), 211-226.

Handout: *Council on Accreditation for Children and Family Service Standards Version 7.11*, COA, NY, New York.

MAY 28TH NO CLASS MEMORIAL DAY HOLIDAY

Lecture 4, June 4th

Qualitative measures, needs assessment, coverage/bias evaluations, interviewing, focus groups. Role Play discussion: Focus Groups.

- Weiss Chapter 7: Collecting Data
- Weiss Chapter 11: Qualitative Measures
- Royse Chapter 7 Goal Attainment Scaling
- Royse Chapter 9 Group Research Design
- Dean, D.L. (1994) How to Use Focus Groups, J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds), Handbook of Practical Program Evaluation (First Edition), San Francisco: Jossey-Bass, 338-350.
- Taylor-Powell, E. and Steele, S. (1996) Collecting Evaluation Data: An Overview of Sources and Methods. University of Wisconsin – Extension.
- Carroll, A. Vetor, K., Holmes, S. and Supiano, K. (2005) Ask the Consumer: An Innovative Approach to Dementia-related Adult Day Service Evaluation. *American Journal of Alzheimer's disease and Other Dementias* 20(5), 290-294.

Lecture 5, June 11th

In Class: Data Collection Methods Exam

Process evaluations, program monitoring, treatment integrity evaluations.

Auslander, W., Haire-Joshu, D., Houston, C., and Williams, J. (2000). The Short-term Impact of a Health Promotion Program for Low-Income African American Women. *Research on Social Work Practice*, 10(1), 78

- Connell, C. and Kole, S. (1999) Increasing Community Capacity to Respond to Dementing Illnesses: Process Evaluation of the Community Outreach Education Program. *The Journal of Applied Gerontology*, 18(3), 305-324.
- Stadler, J. and Hlongwa, L. (2002) Monitoring and Evaluation of loveLife's AIDS Prevention and Advocacy Activities in South Africa, 1999-2001. *Evaluation and Program Planning*, 25, 365-376.

Rubin, A. (1997) The Family Preservation Evaluation From Hell: Implications for Program Evaluation Fidelity. *Children and Youth Services Review*, 19(1), 77-99

Lecture 6, June 18th

Data cleaning, analysis planning, and analysis (descriptive and bi-variate statistics).

- Weiss Chapter 12: Analyzing and Interpreting the Data
- Royse Chapter 13 Data Analysis
- Royse Chapter 15 Writing Evaluation Proposals, Reports and Journal articles

Lecture 7, June 25th

Outcome monitoring evaluations, single group designs, threats to validity, evidence-based practice.

- Weiss Chapter 8: Design of the Evaluation
- Royse Chapter 4 Qualitative Methods in Evaluation
- Royse Chapter 6 Single System Research Design
- Allen, S. (2007). Parents' Perspectives: An Evaluation of Case Management Interventions in Home Visiting Programs for Young Children. *Children & Schools*, 29 (2), 75-85.
- Quijano, L., Stanely, M., Peterson, N., Casado, B., Steinberg, E., Cully, J., and Wilson, N. (2007) Healthy IDEAS: A Depression Intervention Delivered by Community-based Case Managers Serving Older Adults, *Journal of Applied Gerontology*, 26(2), 139-156.
- Schutt, R. (2005). Sampling. In Richard M. Grinnell and Yvonne A. Unrau, Social Work Research and Evaluation. 150-169. New York: Oxford University Press.

. Generate output needed for Executive Summary Report. Write report.

- Handout: W.K. Kellogg Foundation Evaluation Handbook Summary
- Stirpe, T., Wilson, R., and Long, C. (2001). Goal Attainment Scaling with Sexual Offenders: A Measure of Clinical Impact at Post-treatment and at Community Follow-up, *Sexual Abuse: A Journal of Research and Treatment*, 13(2), 65-77.

Lecture 8, July 2nd

Interpretation of data analysis output, report writing, executive summary format, utilization of results. Role Play: Presentation of Results to Executives.

- Weiss Chapter 13: Writing the Report and Disseminating Results
- Royse Chapter 14 Pragmatic Issues
- Wong, D., Sun, S., Tse, J., and Wong, F. (2002). Evaluating the Outcomes of a Cognitive-Behavioral Group Intervention Model for Persons at Risk of Developing Mental Health Problems in Hong Kong: A Pretest-Posttest Study. *Research on Social Work Practice*, 12(4), 534-545.

Research Critiques Presentations

Lecture 9, July 9th Executive Summary Due

Outcome and impact evaluations, comparison group designs, random assignment, and effect size.

- Weiss Chapter 9: Randomized Experiment
- Weiss Chapter 10: Extensions of Good Designs
- Royse Chapter 10 Cost Effectiveness and Cost Analysis
- Franklin, C., Streeter, C., Kim, J., and Tripodi, S. (2007) The Effectiveness of a Solution-Focused, Public Alternative School for Dropout Prevention and Retrieval, *Children and Schools*, 29(3), 133-144.
- Martino-McAllister, J. and Wessel, M. (2005) An Evaluation of a Social Norms Marketing Project for Tobacco Prevention with Middle, High, and College Students; Use of Funds from the Tobacco Master Settlement (Virginia), 35(3), *Journal of Drug Education*, 185-200.
- Washington, O. and Moxley, D. (2003). Group Interventions with Low-income African American Women Recovering from Chemical Dependency. *Health and Social Work*, 28(2), 146-156.

Lecture 10, July 16th

Cost designs, human subject protections, evaluation work plans and budgets

- Weiss Chapter 14: Evaluating with Integrity
- Royse Chapter 12 Illustration of Tools

- Arnold, E., Smith, T., Harrison, D., and Springer, D. (1999). The Effects of an Abstinence-Based Sex Education Program on Middle School Students' Knowledge and Beliefs, *Research on Social Work Practice*, 9(1), 10-24.
- Rogers, E.S., Sciarappa, K., MacDonald-Wilson, K., & Danley, K. (1995) A Benefit-Cost Analysis of a Supported Employment Model for Persons with Psychiatric Disabilities. *Evaluation and Program Planning*, 18(2), 105-115.

Handout: Economics in Maternal and Child Health Services (1998), Health Resources and Services Administration & Maternal and Child Health Bureau, 1-41

Research Critiques presentations

Lecture 11, July 23rd

Final Assignment (Program Evaluation Plan):

- Due in class
- Students interested in receiving feedback should attach a self-addressed envelope with postage.

Research Critiques Presentations