

SPRING/SUMMER SEMESTER, 2012

COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683
SECTION: Tuesday 8am - Noon
CREDIT HOURS: 3
PREREQUISITES: SW522 or permission of instructor

Instructor

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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. Instructor Teaching Approach and 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 small work groups of 3 to 4 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.

Principles of Instruction

Adapted from Rosenshine, B., *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012).

- I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.”
- I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions.
- I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate.
- I will provide scaffolds for difficult tasks and notify students of possible errors.
- I will guide student practice through additional explanations, live review of drafts, and small group consultations.
- I will monitor students for understanding by asking specific questions and checking student responses.
- I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course.
- I will note student successes and give students ample opportunity to practice independently.
- I will provide feedback as students begin to practice independently.

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).

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 UM 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 is not included in the grading rubric for this course with the exception of required site visits. Students are expected to visit the client agency at least twice during the semester. Students are expected to participate in lectures, project group meetings, and project consultation appointments with the instructor.

4. Deadline Expectations

Project assignments will be graded at three points during the semester according to the syllabus. All project assignments must be submitted on the last lecture. 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

A 100-point system is used. At the end of the semester, the test points (maximum of 30 points) and the project points earned (maximum of 70 points) 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		

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

Exam. An exam will be completed by students at the end of the semester (last lecture) to demonstrate attainment of course objectives and competencies. The exam will be multiple-choice and closed book/notes. The exam will be worth 30% (30 points) of the course grade.

Project Assignments will be completed by project groups. Draft assignments will be submitted on C-tools for feedback. Assignments/deliverables will be graded when the students notify the instructor that the deliverable is ready for grading. The project deliverables are expected to total a maximum of 70 points (70% of course grade).

Required and optional project 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)

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 follow-up/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 (points per visit).

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, and (6) a plan for reporting and utilizing the results. References will include a listing of evaluation articles that were used to inform the evaluation plan. The evaluation plan can reflect the entire project evaluation OR the part to be completed by the student work group this semester.

R4: Presentation of Project to the Class (10 points)

On the last class, students will present project steps, 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 from classmates.

*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. Data collection (10 points)

Students will collect new data in accordance with the project evaluation plan. This could include the administration of surveys, facilitation of focus group, interviews, case file extractions, OR evaluation observation.

O3. 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.

O4. 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.

O5. 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.

O6. Dissemination: Power Point Slide Presentation of Results to the Client Agency (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.

TEXTS

REQUIRED

Royce, D., Thyer, B., and Padgett, D. (2006) Program Evaluation: An Introduction (Fifth Edition) Wadsworth Cengage Learning: United States.

OTHER TEXT RESOURCE (available at the Graduate Library)

Dudley, J.R. (2009) Social Work Evaluation: Enhancing What We Do. Chicago: Lyceum Books, Inc.

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.

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

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

LECTURES: Date, Topics and Readings

All readings are available in the course c-tools site in the READINGS folder.

Lecture 1, May 8 (INTRODUCTION)

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, introduction to project options.

- Royse Chapter 1: Introduction
- Mathie, A. and Greene, J. (1997) Stakeholder Participation in Evaluation: How Important is Diversity? *Evaluation and Program Planning*, 20(3), 279-285.
- NASW Code of Ethics, Evaluation-relevant standards.
- Joint Committee on Standards for Educational Evaluation (1994) The Program Evaluation Standards (Second Edition). Thousand Oaks, CA: Sage Publications.

Lecture 2, May 15 (LOGIC MODELS)

Topics: Program theory of change, logic modeling, evaluation planning, human subject protections. Finalize project teams, researching the client agency and community. Site visit preparation.

- Royse Chapter 2: Ethical Issues in Program Evaluation
- 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.
- Gardner, F. (2000) Design Evaluations: Illuminating Social Work Practice for Better Outcomes. *Social Work*. 45(2), 176-183.
- Kaskie, B., Knight, B. G. & Liebig, P.S. (2001). State legislation concerning individuals with dementia: An evaluation of three theoretical models of policy formation. *The Gerontologist*, 41(3), 383-393.
- LOGIC MODEL SAMPLES (c-tools site)

Lecture 3, May 22 (EVALUATION PLANS)

Topics: Evaluation deliverables. Evaluation plans. Strategies for working with client agencies. Evaluation budgets. Basics of evaluation report writing.

- 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.
- Skillman Foundation: A Guide to Evaluation for Skillman Foundation Grantees (1996), The Skillman Foundation. (H)
- Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles
- EVALUATION PLAN SAMPLES (c-tools site)

Lecture 4, May 29 (CUSTOMER SATISFACTION)

1st Assignment Submission

Topic: Customer satisfaction (domains, items, rating scales, data collection protocols to minimize conflict and bias, data analysis and reporting formats).

- Royse Chapter 7: Client Satisfaction
- Council on Accreditation: Performance Quality Improvement Standards (PQI) 7.11, COA, NY, NY. (H)
- 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.
- SURVEY SAMPLES (c-tools site)

Lecture 5, June 5 (QUALITATIVE METHODS, PROCESS EVALUATION)

Topics: Process evaluation, qualitative methods, focus groups, interviewing protocols, evaluator observation as a collection method,

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
- Royse Chapter 5: Formative and Process Evaluation
- 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.
- 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.
- FOCUS GROUPS FORMS AND SAMPLES (c-tools site)
- QUALITATIVE INTERVIEWING (c-tools site)

Lecture 6, June 12 (OUTCOME MEASUREMENT METHODS)

Topics: Outcome measurement methods: in-house designed pre and post-test outcome surveys, sampling calculators, case file extraction, pre-existing trend data

- Royse Chapter 8: Sampling
- Royse Chapter 12: Illustrations of Instruments
- 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.
- 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.
- 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.
- 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.

Lecture 7, June 19 (ANALYSIS)

Topics: Topics: Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics Criteria for selecting standard outcome measurement instruments, psychometrics, search engines, instrument reviews

- Royse Chapter 14: Data Analysis
- 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.
- ANALYSIS (c-tools site)

Lecture 8, June 26 (FIDELITY)

2nd Assignment Submission

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

- Royse Chapter 13: Pragmatic Issues
- 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.
- Rubin, A. (1997) The Family Preservation Evaluation From Hell: Implications for Program Evaluation Fidelity. *Children and Youth Services Review*, 19(1), 77-99.
- Taylor-Powell, E. and Steele, S. (1996) Collecting Evaluation Data: An Overview of Sources and Methods. University of Wisconsin – Extension.
- 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 9, July 3 (OUTCOME DESIGNS)

Topic: Outcome designs. Students will present project achievements and lessons learned to classmates.

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs
- Royse Chapter 11: Measurement Tools and Strategies
- 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), 78-97.
- Early, T. (2001) Measures for Practice with Families from a Strengths Perspective. *Families in Society*, 82(3), 225-232.
- Wiley, A., Branscomb, K, and Wang, Y. (2007) Intentional Harmony in the Lives of Working Parents: Program Development and Evaluation, *Family Relations*, 56, 318-328.

Lecture 10, July 10 (COST DESIGNS)

Topics: Cost effectiveness designs, cost-analysis,. Students will present project achievements and lessons learned to their classmates.

- Royse Chapter 10: Cost Effectiveness and Cost Analysis
- 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.

Lecture 11, July 17

Exam, final consultations

3rd Assignment Submission