COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683 (Fall Term, 2012, Section 005, Class#26911
TIME & PLACE Fri 2:00-5:00pm, Room B770, School Social Work Building
CREDIT HOURS: 3
PREREQUISITES: SW 522 or permission of instructor
INSTRUCTOR: Maureen Okasinski, MSW, LEO Intermittent Lecturer I
CONTACT DETAILS: SSWB
   E-mail: mokasins@umich.edu
   Phone: 313 313-8911
OFFICE HOURS: Friday: 12:15pm-1:15pm or by appointment

This course syllabus was developed through a collaborative effort of instructors: Sue Savas, Janet Ray, Roxanna Duntley-Matos, Letha Chadiha, Joe Sean, Julie Cushman and Daphne Watkins.

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 2-3 students. Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role playing 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 and practice activities, 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 be recorded in this course, however, it is not included in the grading rubric 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. Late assignments will be graded down 5% per day. 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>
</tr>
</tbody>
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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.
TESTING & ASSESSMENT-15 points
Students will complete a final exam on the last day of class. The exam covers the readings, lectures and assignments.

ASSIGNMENTS-INDIVIDUAL-15 points
Students will complete individual, in-class/take home practice activities each week. These assignments will include a variety of worksheets, discussion, pop quizzes, games or other activities designed to give students an opportunity to use the intended learning from the reading & lecture. Assignments will be distributed during class time and available on the C-tools course site following class.

ASSIGNMENTS-GROUP-70 points
Assignments will be completed by project groups of 2-3 students. Assignments will be submitted on C-tools drop box 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 70 points from the required and optional assignment sections. The optional assignments are presented after the required assignments. The optional assignments are selected to meet the needs of the client agency as described in the project evaluation plan. The instructor will approve any deviations from the assignment list and it will be 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. On separate pages, 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 5-7 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 the 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, key findings using statistics/charts and evaluation lessons learned using 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 SPSS or EXCEL 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.

Students will use EXCEL or SPSS output results to write a 5-8 page evaluation report for client agency stakeholders. Report should adhere to the grading rubric and include agency background, evaluation question and design, findings and recommendations. Graphics and statistics are expected.

**O5. Dissemination: Results to the Client (20 points)**
Students will develop a Power Point Slide Presentation or Handout using EXCEL or SPSS output results to develop power point slides of results. Power Point slides should at least cover agency background, evaluation question and design, findings and recommendations. Students will present to client agency stakeholders. Graphics and statistics are expected.

**ASSIGNMENT SUBMISSION SCHEDULE**

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Required 1 – first meeting ( 2nd meeting depend on client needs)</td>
<td>Sept 28</td>
</tr>
<tr>
<td>Required 2 – Logic Model</td>
<td>Oct 5</td>
</tr>
<tr>
<td>Required 3 – Evaluation Plan Draft &amp; identification of all optional assignment and the client driven due dates of optional</td>
<td>Oct 19</td>
</tr>
</tbody>
</table>
Optional assignments submission dates will vary based on the client’s needs. All are due by the last day of class, December 7.

**TEXTS**

**REQUIRED**


**OTHER TEXT RESOURCES (available at the Graduate Library)**


**SESSIONS, LEARNING TOPICS, & READINGS**

**Session 1, September 7**

**Topics:** Introduction to course expectations, overview of program evaluation, evaluation at the program level, types of evaluation, review of student experiences and interests, evaluation standards and ethics.

- Royse Chapter 1: Introduction
- NASW Code of Ethics, Evaluation-relevant standards. (Handout)
Topics: ethics, program theory of change, logic modeling, evaluation planning, form project teams.

Class Demonstration: Logic model development and evaluation planning

- Royse Chapter 2: Ethical Issues in Program Evaluation
- Review Logic Model sample on C-Tools

Session 3, September 21

Topics: Evaluation deliverables and evaluation plans, strategies for engaging/working with client agencies, basics of evaluation report writing.

Class Demonstration: Evaluation Plan components and grading rubric

- Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles
- Webinar: Developing an Evaluation Plan, Capacity for Health http://www.youtube.com/watch?v=7ca_sY-BrR0 (retrieved on July 9, 2012)
- Review evaluation plans and grading rubric on C-tools

Session 4, September 28 - R1 Assignment Due

Topic: Sampling, Rating Scales, Formative and Process Evaluation

Class Demonstration: Review student group draft logic model, and evaluation plans Sampling model and calculators

- 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](http://www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu) (58 minutes)

### Session 5, October 5 - R2 Assignment Submission – Logic Model

**Topics:** Qualitative methods, focus groups, interviewing, evaluator ethics

**Class Demonstration:** Role play focus group and qualitative data recording

• Royse Chapter 4: Qualitative and Mixed Methods in Evaluation


• LAMP Focus Group - [http://www.youtube.com/watch?v=_s5M-zWnsJs](http://www.youtube.com/watch?v=_s5M-zWnsJs)

• How to Run an Effective Focus Group – [http://www.youtube.com/watch?v=selwAVm2tk4](http://www.youtube.com/watch?v=selwAVm2tk4)

### Session 6, October 12 (BRING LAPTOPS TO CLASS)

**Topics:** Client satisfaction, quantitative methods, statistics using Excel, SPSS Introduction

**Class Demonstration:** Mid Semester Evaluation

Data Analysis and input Using Excel or SPSS

• Royse Chapter 7: Client Satisfaction


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


*Optional- Overview Behind the headlines 18514-H – Askwith Media Library (60 min.)*
Session 7, October 19 - R3 Assignment Submission – Draft of Evaluation Plan
Topics: Criteria for selecting standard outcome measurement instruments, search engines, reviews of standardized instruments, evaluation with youth and older adults
Class Demonstration: Measures that Fit the Need
Guest Lecturer: Jodi Neale, Director of Quality and Professional Development, Judson Center (6:30pm)

- Royse Chapter 11: Measurement Tools and Strategies
- Royse Chapter 12: Illustrations of Instruments
- Quijano, L. Healthy IDEAS: A Depression Intervention Delivered by Community-Based Case Managers Serving Older Adults Journal of Applied Gerontology, Vol. 26 No. 2, April 2007 139-156.

Session 8, October 26
Topics: Treatment fidelity, manual adherence, program drift, role of politics in evaluation.
Class Demonstration: Accreditation checklist and Model adherence

- Royse Chapter 13: Pragmatic Issues
Session 9, November 2

**Topic:** Outcome designs: quasi and experimental types

**Class Demonstration:** Evaluation design, symbols

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs

Session 10, November 9 - **BRING LAPTOP TO CLASS**

**Topics:** Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics

**Class Demonstration:** Data Analysis

- Royse Chapter 14: Data Analysis
- Film: Statistic at a Glance: 696-H at Askwith Library - 28 min

Session 11, November 16  **R3 – Assignment Final Submission – Evaluation Plan**

**Topics:** Cost effectiveness designs, cost-analysis, evaluation budgets.

**Class Demonstration:** Evaluation Budgets /Cost Benefit Analysis

- 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](http://www.youtube.com/watch?v=PMcgFJ0aJkc)
### Session 12, November 30

**Topic:** Human subject protections and ethical practice  
**Class Demonstration:** Discussion on ethics and review of responsible research  
Preparation for class and client presentation

- University of Michigan’s Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at [http://my.research.umich.edu/peerrs/](http://my.research.umich.edu/peerrs/) (retrieved July 12, 2012)

### Session 13, December 7  -  R4: Class Presentation and Optional Assignments Due; Final Exam

Students will present project achievements and lessons learned to their classmates. Class wrap-up and top lessons learned.

### Session 14, December 14

Exam week – no class

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**LEO Lecturers’** Employee Organization, Local 6244, AFL-CIO