I. 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, using a logic model framework.
5. Understand strategies that promote the involvement of practice and policy communities in disseminating results of evaluation activities in order to foster program and policy change.
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 including short lectures; active and reflective learning; collaborative and focus group discussions; and case examples and experiential exercises. To promote active and reflective learning, students will engage in self-reflections on required readings when writing assignments and during in-class discussions. Guest presenters will address special topics, such as ethical issues, data management, statistical analyses, and professional poster development within the context of planning and conducting evaluations.

V. Relationship of the Course to Four Curriculum Themes

**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.

**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.

**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.
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 of the Course to Social Work Ethics and Values
This course will emphasize the relationship of the NASW Code of Ethics, specifically the core values and ethical principles of the social work profession as well as the standards of research and evaluation for ethical behavior in the conduct of scientific evaluations. It will also consider the relationship between the NASW Code of Ethics and other ethical codes governing evaluation research, such as the Nuremberg Code, Declaration of Helsinki, the 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; learning to recognize and reduce mechanisms that support oppression and injustice; working toward social justice processes; applying intersectionality and intercultural frameworks; and strengthening critical consciousness, self knowledge and self awareness to facilitate PODS learning.

VIII. Role of Instructor and Students; Accommodations for Students with Disabilities

Instructor’s Role: She will encourage critical thinking and foster a positive learning environment that will facilitate the participation of all students within the classroom context. She will be available during office hours, or by appointment, and via e-mail to discuss all course matters.

Students’ Role: Students are expected to attend class, complete readings/assignments when they are due, participate in all class activities, and not use personal electronic equipment in class except for class-related purposes. If a student is unable to attend a class or complete a reading or an assignment when it is due, she/he is expected to contact the instructor by e-mail or meet with the instructor to discuss these matters. A student who does not attend class regularly or complete readings/assignments when they are due may lose grade points (5 points for each infraction).

Accommodations for Students with Disabilities: Please inform me on the first day of class if you need an accommodation for a disability. As soon as I am aware of your needs, we can work with the Office of Services for Students with Disabilities, which you can reach by telephone at (734) 763-3000, to determine appropriate accommodations for your needs. I will treat any information you give as private and confidential.
IX. Course Assignments

<table>
<thead>
<tr>
<th>Assignment #1. Collaborative Group Discussions facilitated by 2-3 students [15 points (5 points for generating questions and facilitating group discussions; 10 points for writing reflective statement). Each student will submit this reflective statement, which is due on class date for which students signed up as facilitators.]</th>
</tr>
</thead>
</table>

This assignment aims to enhance students’ knowledge base and communication skills in evaluating social work practice. It has two parts:

First, beginning the second week of class, two or three students will be required to generate 2-3 questions on weekly readings, including articles and textbook chapters. Students will use these questions to facilitate small group discussions. Questions will be due on the day that class is held. Students will sign up for their topic/session of interest on the 1st day of class. For helpful textbook resources in generating discussion questions, the instructor refers students to “Questions for Class Discussion” found at the end of textbook chapters and also to the textbook’s website at www.cengage.com/social_work/royse.

Class discussions led by student facilitators will occur on January 16, 23, and 30; February 13, 20, 27, and March 20. [Each student facilitator will earn 5 points for generating questions and leading discussions.]

Second, each student facilitator will write and submit independently a 1-2, page [double spaced] reflective statement on the weekly readings. Guidelines for this reflective statement are located on the last page of this course syllabus. [Student facilitators will earn 10 points for this reflective statement that they will submit via CTools by 11:55 P.M. on the same day that students facilitate class discussion.]

Note: All students are expected to have read the weekly readings and contribute to the class discussion.

Assignment #2. Conceptualization of Evaluation Plan Using Logic Modeling [10 points; due on Wednesday, January 30 by 11:55 P.M.]

This assignment aims to enhance students’ analytical skills in planning and designing social work evaluations. Your logic model should include:

- The theory of change underlying the program, intervention or service.
- Inputs or resources.
Activities (i.e., tasks, actions, and events undertaken to change, prevent or treat the problem or need).

Outputs (i.e., tangible products resulting from activities).

Outcomes (i.e., positive consequences of the program, intervention or service for participants); these may be defined as short-term, intermediate, and long term.

Assignment #3. Evaluation Proposal: Part 1 [20 points; due on Wednesday, February 27 by 11:55 P.M.]

This assignment aims to provide students with methods and analytical skills as well as professional proposal writing skills in conducting social work evaluations. Students will be required to plan and write a scholarly, innovative evaluation proposal valued at 60 points and written in two parts (20 points for Part 1).

Assignment #4. Poster Presentation of the Evaluation Proposal [15 points; due on Wednesday, April 17 in class]. All students are required to post a copy of their poster PowerPoint document in CTools by 11:55 p.m. on Wednesday, April 17.

This assignment aims to enhance students’ communication, presentation and technical skills in the dissemination process of planning and conducting social work evaluations. Students will be required to present a poster presentation on their evaluation proposal in class on Wednesday, April 17. This presentation will include the research question(s)/goals, logic model, methods design, sample, data collection and measures, analysis plan, and limitations and strengths of the evaluation proposal. Students will earn full points for this assignment unless they fail to present their poster in class. The instructor will arrange for and provide resources, i.e., poster template, technical assistance, and funds to cover the cost of posters. The size of the poster should not exceed 31 inches (width) by 45 inches (length).

Assignment #5. Evaluation Proposal: Part 2 [40 points; due on Wednesday, April 24 by 11:55 P.M.]

This assignment aims to provide students with methods and analytical skills as well as professional proposal writing skills in conducting social work evaluations. Students will be required to plan and write a scholarly, innovative evaluation proposal valued at 60 points and written in two parts (40 points for Part 2).
Summary of Five Course Assignments

1. Collaborative Group Discussions facilitated by 3 Students including 2-3 discussion questions on weekly readings (5 points) and reflective statement (10 points) [15 points; questions and reflective statement are due on class date for which students signed up. Please send questions to instructor and submit written reflective statement via CTools Assignment Feature ]
2. Conceptualization of Evaluation Plan Using Logic Modeling [10 points; due on Wednesday, January 30 by 11:55 P.M.]
3. Evaluation Proposal: Part 1 [20 points; due on Wednesday, February 27 by 11:55 P.M.]
4. Poster Presentation on Evaluation Proposal [15 points; due on Wednesday, April 17th in class. Students will post their PowerPoint poster document on CTools by 11:55 P.M. on April 17th.]
5. Evaluation Proposal: Part 2 [40 points; due on Wednesday, April 24 by 11:55 P.M.]

X. Guidelines for Writing the Evaluation Proposal (See pages 14-16)

XI. Grading Scale
Grading will be rigorous but fair. Grades are determined by academic performance, not effort. An A+ grade is possible but rare; it is earned by the exceptional student whose work exceeds the scope of the course’s requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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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>

XII. Required Textbook

All required weekly readings, except those from Royse et al. and web listings, are posted on CTools in resources under electronic reserve readings. A copy of the textbook is placed on reserve in the Undergraduate Shapiro Library. For help with finding references for your evaluation proposal, contact Susan Wortman [swortman@umich.edu], Social Work Librarian, in the Hatcher Graduate Library.
XIII. Dates of classes

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
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<tbody>
<tr>
<td>January</td>
<td>9, 16, 23, 30</td>
</tr>
<tr>
<td>February</td>
<td>6, 13, 20, 27</td>
</tr>
<tr>
<td>March</td>
<td>[Spring Recess begins at noon on 3/2; no class on 3/6] 13, 20, 27</td>
</tr>
<tr>
<td>April</td>
<td>3, 10, 17</td>
</tr>
</tbody>
</table>

XIV. Course Topics, Required Readings and In-Class Activities

Session 1  January 9
Topic: Introductions, Course Overview, Evaluation Basics, and Ethical Issues in Social Work Evaluations

Evaluation Basics:
- Why evaluate?
- What is the difference between evaluation and basic research?
- Identifying types of evaluation

Textbook Readings:

Articles:
HEALTH | September 19, 2010
Target Cancer: New Drugs Stir Debate on Rules of Clinical Trials
By AMY HARMON
Two cousins developed the same lethal cancer; only one could take part in an experimental drug trial. Critics say that new science behind the drugs has eclipsed the old rules, and ethics, of testing them.
[Control + Click to follow link]

WORLD | August 31, 2011
Panel Hears Grim Details of Venereal Disease Tests
By DONALD G. McNEIL Jr.
An American-run study from the 1940s, brought to light last year, involved gruesome treatment of Guatemalans.
[Control + Click to follow Link]
http://www.nytimes.com/2011/08/31/world/americas/31syphilis.html?_r=1&emc=eta1

Students do not submit questions or facilitate discussions on this date.

Session 2: January 16
Topic: Planning and Conceptualizing Evaluations

Guest Presenter (1st part of class; 2:10-3:30 p.m.):
Adam Mrdjenovich, PhD
UM Institutional Review Board (IRB)
Topic: IRB, Ethical Issues and Principles in Scientific Research

Readings posted on CTools:


Textbook Readings:

Small Group Activity
- Small group discussions facilitated by students using their questions on weekly readings (30 minutes)
- Using the logic model to plan and conceptualize your evaluation (60 minutes)

Student facilitators submit independent assignment #1.

**Session 3: January 23**
**Topic: Needs Assessment**

Readings posted on CTools:

Textbook Readings:

Small Group Activity
- Small group discussions facilitated by students using their questions on weekly readings (30 minutes)
- In small groups, plan and conceptualize a needs assessment (60 minutes)

Student facilitators submit independent assignment #1.
Session 4: January 30

Topic: Measurement Issues in Evaluation

Readings posted on CTools:

Textbook Readings:

Small Group Activity
• Small group discussions facilitated by students using their questions on weekly readings (30 minutes)
• Exercise: Conceptualize and operationalize measures of “Success” – The case of Golden Girls’ Program
• Reflections on the exercise

Student facilitators submit independent assignment #1. All students submit logic model assignment on this date.

Session 5: February 6
Topics: Sampling Issues in Evaluation

Readings posted on CTools:

Textbook Readings:

Small Group Activity:
• Small group exercise: Focus group discussions on recruiting and retaining hard-to-reach populations in programs and interventions
• Reflections on the focus group exercise

Students do not submit questions or facilitate discussions on this date.
Session 6: February 13
Topic: Formative and Process Evaluation

Readings posted on CTools:

Textbook Readings:

Small Group Activity
- Small group discussions facilitated by students using their questions on weekly readings (30 minutes)
- In small groups, plan and conceptualize a process evaluation (60 minutes)

Student facilitators submit independent assignment #1.

Session 7: February 20
Topic: Program Monitoring in Evaluation

Readings posted on CTools:

YouTube Video: LOVELIFE "Get Attitude" Campaign Video

Textbook Readings:

Small Group Activity
- Small group discussions facilitated by students using their questions on weekly readings (30 minutes)
- In small groups, students will perform a critique on the Critical Care Client Satisfaction Survey and rewrite selected survey items/questions to improve their reliability and content validity.

Student facilitators submit independent assignment #1.
Session 8: February 27
Topic: Conceptualizing/Specifying Outcome Evaluations

Readings posted on CTools:

Textbook Readings:

Small Group Activity
- Small group discussions facilitated by students using their questions on weekly readings (30 minutes)
- In small groups, plan and conceptualize an outcome evaluation (60 minutes)

**Student facilitators submit independent assignment #1.**
All students submit Part 1 of their evaluation proposal.

SPRING RECESS BEGINS AT NOON ON MARCH 2; CLASSES RESUME ON MARCH 11

Session 9: March 13
Topic: Cultural Issues in Conducting Evaluations

Guest Presenter (1st half of class; 2:10-3:30 p.m.):
Brandy Sinco, MS
Research Associate, UMSSW Healthy Lifestyles Project
Topic: Issues in Combining Cohorts from the REACH-Detroit Study for Data Analysis

2nd half of class:
You Tube Video: [To be announced]
Small Group Activity: Planning culturally sensitive interventions: What are some best practices?

Readings posted on CTools:

Textbook Readings:

**Students do not submit questions or facilitate discussions on this date.**

**Session 10: March 20**

**Topic: Cost Effectiveness and Cost Analysis in Evaluations**

Guest Presenter: 1st hour
Ms. Claudette Grinnell-Davis, MSW, PhD Candidate, will speak on the significance of evaluating clinical practice and answer students’ questions.

Readings posted on CTools:

Textbook Readings:

Small Group Activity
• Small group discussions facilitated by students using their questions on weekly readings (30 minutes)

**Student facilitators submit independent assignment #1.**

**We will devote 15 minutes of class time to discuss the final assignment including the poster presentation.**

**Session 11: March 27**

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

Ms. Claudette Grinnell-Davis, MSW, PhD Candidate in Psychology and Social Work will teach this lab class. Students will have an opportunity to conduct hands-on statistical analyses and learn how to interpret statistical findings in conducting evaluations. Ms. Grinnell-Davis will use examples from students’ class evaluation plan to illustrate the appropriate statistical analysis for that plan.

Textbook Readings:

**Session 12: April 3**

A guest lecturer, an expert of poster development from the Academic Technology Group of the University Library, will instruct students in using Power Point to design professional posters. The instructor will disseminate information about poster printing sites on UM campus.

**Session 13: April 10**

Students will use this session to finalize and print their posters at designated campus sites.

**Session 14: April 17**

Students will present their posters on this date. The instructor will divide the class into two groups of 10 presenters; one group of 10 students will present posters during the first half of class and another group of 10 students will present posters during the second half of class. She will provide refreshments for this session.

**A Reminder:**

The final submission date for both Part 2 and Part 1 (with or without revisions) of your evaluation proposal is due by 11:55 p.m. on Wednesday, April 24.
Guidelines for Writing Your Evaluation Proposal: Assignments #3 and #5

This assignment aims to provide students with methods and analytical skills as well as professional proposal writing skills in planning social work evaluations.

Part 1: Assignment #3 (20 points. Maximum number of double spaced pages = 9; submission date is due by 11:55 p.m. on Wednesday, February 27 via CTools)

1. Identify and describe the problem or need that the evaluation aims to address.
2. Justify why it is important to address the problem or need using the specific type of evaluation you will plan.
3. State the purpose or aim of the evaluation.
4. Formulate the question(s) you plan to address in the evaluation. The question(s) should relate to the problem or need and link directly to the stated purpose or aim of the evaluation.
5. Identify the target population—the group or groups affected by the problem and will benefit from the program, intervention or service.
6. Briefly describe the program, intervention or service that you expect to change, prevent or treat in the target population.
7. List measurable goals and objectives for the program, intervention or service. Goals and objectives should link directly to the purpose or aim of the evaluation and the evaluation question(s).
8. Identify any specific strategies for achieving the program objectives.
9. Use the logic model from Assignment #2 as a conceptual framework to briefly explain in the text how your program, intervention or service will achieve its goals and objectives. Your logic model should include:
   - The theory of change underlying the program, intervention or service.
   - Inputs or resources.
   - Activities (i.e., tasks, actions, and events undertaken to change, prevent or treat the problem or need)
   - Outputs (i.e., tangible products resulting from activities)
   - Outcomes (i.e., positive consequences of the program, intervention or service for participants); these may be defined as short-term, intermediate, and long term).
10. Identify potential stakeholders (i.e., persons involved in and/or affected by the evaluation); explain their role in the evaluation process.
11. Conduct a selective and critical review of the empirical literature on the problem or need including prior empirical literature on the program, intervention or service that you will plan in your evaluation proposal. Write a brief conclusion in which you establish a clear link between the literature review and the evaluation you are planning.
(Estimated number of pages for items 1-10 is 4-5 double spaced pages. Estimated number of pages for item 11 is 3-4 double spaced pages. You are allowed nine pages for Part 1, excluding your reference list. The instructor will give feedback to students. She will allow students to use this feedback to revise Part 1 of their proposal for resubmission with Part 2. Students may earn 1-5 points on their revised Part 1.

Part 2: Assignment #5 (40 points. Maximum number of double spaced pages is 8-10. Students will submit Part 2 along with Part 1, including appendices, by 11:55 p.m. on Wednesday, April 24 via CTools)

Research design (Estimated number of double spaced pages is 2-3).
1. Specify the research design you will use to address the evaluation question(s), goals and objectives for the program, intervention or service, and the logic model’s outcomes you specified in Part 1. For instance, will you use a survey research design, pre, quasi or true experimental design, pre- or posttest design or some other type of design?
2. (If you plan to use a pre-, quasi- or true experimental design) Draw a diagram of the design.
3. (If you use a quasi- or true experimental design) Explain how you will form any groups for the specific design you will use.
4. Address any strengths and limitations of your design, including potential threats to internal validity, such as selection, maturation or dropout.

Sample, recruitment and retention of participants (Estimated number of double spaced pages is 2-3).
5. Specify the type of sample will you use and provide a rationale for using it.
6. What inclusionary criteria will you use for selecting participants? Provide a rationale for excluding participants.
7. How will you recruit, contact, and retain participants?
8. How will you address problems of low participation and attrition?
9. Briefly explain how you will protect the rights of participants, such as ethical issues of informed consent, voluntary participation, protection of sensitive data, etc.

Data collection and measures (Estimated number of double spaced pages is 1-2).
10. Where and how will you get data for your evaluation?
11. Will it be new data or secondary data?
12. Will it be quantitative, qualitative or both?
13. Define and operationalize the measures you plan to use. If you plan to use any standardized measures provide evidence of their reliability and validity.

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 their reliability and validity.
Analysis plan (Estimated number of double spaced pages is 1).
14. Describe the appropriate statistical techniques for analyzing data on sample characteristics and evaluation outcome measures.
15. Identify the level of measurement for all measures.

NOTE: Instead of using text to explain your analysis plan, you may summarize the analysis plan in a table that describes all measures, specifies their level of measurement and specifies the appropriate statistical techniques for analyzing data based on the measurement level of your measures. Your analysis plan should be linked to the question(s); goals and objectives for the program, intervention or service; and the logic model’s outcomes in Part 1.

Brief Conclusion (Estimated number of double spaced pages is 1).
Write a brief conclusion that integrates literature from the review in Part 1. Include any expected implications for practice/policy/research.

Appendices
You are required to submit the following three appendices:

References (minimum of 10) from Part 1 and any new ones.

Abstract (maximum of 250 words using this format: Purpose, Design and Methods, Expected Results, and Implications for Practice and Policy).

Informed Consent Statement. Use the guidelines in your textbook to write a one-page informed consent statement.

NOTE: Students are expected to write the text, citations and references for their evaluation 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 on citations and references.
## Guidelines for Reflective Statement on Weekly Readings

Social Work 683:002  
Instructor: Chadiha

<table>
<thead>
<tr>
<th>1. TASKS: How might this assignment inform what you do in your placement and/or what you plan to do in your future social work career?</th>
<th>2. SKILLS: Identify any evaluation skills you acquired as a result of completing this assignment.</th>
<th>3. BARRIERS: What challenges, if any, might you face in applying what you learned from this assignment in your placement and/or future social work career?</th>
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