This course syllabus was developed through a collaborative effort of instructors: Letha Chadiha, Julie Cushman, Roxanna Duntley-Matos, Maureen Okasinski, Sue Savas, Joe Sean, 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 3 to 5 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, 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 undergird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).
RELEVANT POLICIES

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

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

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

4. Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. 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>
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</tbody>
</table>

6. Incompletes
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.
ASSIGNMENTS

Assignments will be completed by project groups of 3 to 5 students. Assignments will be submitted on C-tools 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 100 points. 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.

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 (10 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 (10 points)
Students will design a 10-12 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: Final Exam (10 points)
Students will demonstrate theoretical knowledge by taking a multiple choice exam. Students will demonstrate competency skills by creating items/questions on the exam, developing an online exam instrument on qualtrics software, administrating the instrument to a random sample population (class peers group), compiling/analyzing the data and reporting the key findings of the exam. The report will be based on the ‘What, So What and What Next’ real time evaluation method.
R5: 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.

R6 - Group Process Reflection and Individual Effort (July 16 -5%)
There are two forms that will assist the group in evaluating individual efforts of group members and lessons learned. These forms are located in the C-Tools teamwork folder. Each member will be evaluated by their peers. Then, those individual forms will be compiled in a summary sheet for the entire group that will be submitted to the instructor.

R7. Class Participation (ongoing – 5%)

Students are expected to attend every class session, come on time, read the required out of Class Learning: Readings, Film, Internet Podcasts, and participate in class discussions and exercises.

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, please communicate with me in advance, so you can get any handouts.

Your participation grade will be based on your:

1. Attendance;
2. Active participation in class and small group discussions;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning;
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics;
6. Demonstrate you have covered the out of class readings through homework assignments and readiness to present reading highlights in class.

Student groups can select from the list of Optional Assignments (indicated with O)

O1. Development of a data collection tool (5 points)
Students will design a survey, interview protocol, and focus group script or observation tool for their project in accordance with the project evaluation plan. All customize student created surveys must be approved by the professor prior to use in the field.

O2. Standardized tool review (5 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 mandatory bi-variate analysis. 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 8-10 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 bi-variate analysis and statistical tests are expected.

O5. Dissemination: Results to the Client (15 points)
Students will development 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 bi-variate analysis and statistical tests are expected.

ASSIGNMENT SUBMISSION SCHEDULE

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
<th>Course Points</th>
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</thead>
<tbody>
<tr>
<td>Required 1 – First meeting ( 2nd meeting depend on client needs)</td>
<td>May 28</td>
<td>10</td>
</tr>
<tr>
<td>Required 2 – Logic Model</td>
<td>June 4</td>
<td>10</td>
</tr>
<tr>
<td>Required 3 – Evaluation Plan Draft &amp; identification of all optional assignments and the client driven due dates of optional assignments</td>
<td>June 11</td>
<td>10</td>
</tr>
<tr>
<td>All Optional - Submission of all drafts</td>
<td>June 25</td>
<td>40</td>
</tr>
<tr>
<td>Required 4 – Final Exam &amp; Required 1 ( 2nd Meeting Minutes )</td>
<td>July 9</td>
<td>10</td>
</tr>
<tr>
<td>Required 5 &amp; Os – Presentation to Class and all Optional Assignments</td>
<td>July 16</td>
<td>10</td>
</tr>
<tr>
<td>Required 6 - Group Process Reflection and Individual Effort</td>
<td>July 16</td>
<td>5</td>
</tr>
<tr>
<td>Required 7 – Class Participation</td>
<td>Ongoing</td>
<td>5</td>
</tr>
</tbody>
</table>

Optional assignments submission dates may vary based on the client’s needs. If a group needs to deviate from the submission schedule above, prior approval is required by the instructor.
TEXTS

REQUIRED


OTHER TEXT RESOURCES (available at the Graduate Library)

SESSIONS, LEARNING TOPICS, & READINGS

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

Lecture 1, May 14 (INTRODUCTION, ETHIC, EVALUATION QUESTIONS AND VARIABLE TYPES)

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, Group formation.

Class Activity/Demonstration: Syllabus Review, Ethic, Evaluation Question, Variable types & Levels of Measurement, 4 levels of training reaction, Final Exam question development

Case Study: Intersection Project Instrument/Survey, Clean Water for the World

Assignment Due: None

Required Out of Class Learning: Required Reading/Videos/ Webinars:
- Royse Chapter 1: Introduction
- Rosenthal Chapter 1: Introduction and Overview


**Lecture 2, May 21- LOGIC MODELS and EVALUATION DESIGNS**

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Program theory of change, logic modeling, evaluation design: formative, process, outcome</th>
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</thead>
<tbody>
<tr>
<td>Class Activity/Demonstration:</td>
<td>Logic model development and evaluation planning, final exam. Question development, Data presentation, Assignment R1-client minutes template review, final exam question development</td>
</tr>
<tr>
<td>Case Study:</td>
<td>Detroit Parent Network Logic model and Detroit Public School Needs Assessment, Evaluation Plan and Design and grading Rubric,</td>
</tr>
<tr>
<td>Assignment Due:</td>
<td>PEER Certification Proof, Homework Questions</td>
</tr>
</tbody>
</table>

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse: Chapters 3-Needs Assessment , 4-Qualitatvvie and Mixed Methods and 5-Formative and Process Evaluation
- Rosenthal Chapter 2
- 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)
- 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) – PI Conflict of Interest and Human Subjects only
- Review Logic Model sample on C-Tools
### Lecture 3, May 28 (EVALUATION PLAN and BUDGET)


**Class Activity/Demonstration:** Evaluation Plan components and grading rubric, final exam question development

**Case Study:** Evaluation plan on ctools and budgets. Madison Article.

**Assignment Due:** R1-Site Visit with Client Minutes and Workplan, Homework Questions

**Required Out of Class Learning:** Required Reading/Videos/Webinars

- Royse: Chapter 6- Single System Research Design
- Royse: Chapter 9- Group Research Design
- Royse: Chapter 15- Writing Evaluation Proposals, Reports and Journal Articles
- Rosenthal: Chapter 10 – Research Design and Causality
- Webinar: Developing an Evaluation Plan, Capacity for Health [http://www.youtube.com/watch?v=7ca_sY-BrR0](http://www.youtube.com/watch?v=7ca_sY-BrR0) (retrieved on July 9, 2012)


- EVALUATION PLAN SAMPLES (c-tools site)

### Lecture 4, June 4 (SAMPLING, SURVEY DESIGN, STANDARDIZE INSTRUMENTS, DESIGN ADHERENCE)

**Topics:** Sampling, Survey Design and Creating of Qualitative Data Recording and Themes, Criteria for selecting standard outcome measurement instruments, psychometrics, search engines, instrument reviews, Treatment Fidelity, Manual adherence, Program Drift, Role of politics in evaluation.

**Class Activity/Demonstration:** Random Number Calculators, final exam question development, Qualitative Data Analysis in Excel and nVivo, Qualtric online survey

**Case Study:** Standardized Test Presentation, Customize Instrument Review

**Assignment Due:** R2: Logic Model, Homework Questions, Locate and Assess a standardize instrument
Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse: Chapter 8 – Sampling
- Royse: Chapter 11 – Measurement Tools and Strategies
- Royse: Chapter 12 - Illustrations of Instruments
- Royse: Chapter 13 – Pragmatic Issues
- Rosenthal: Chapter 3 - Central Tendency

**Lecture 5, June 11 DATA COLLECTION, FOCUS GROUPS and DATA ANALYSIS – PART 1**

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Data Collections based on evaluation design selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Activity/Demonstration:</td>
<td>Measures that fit the needs, Outreach and incentive for client participation, quantitative data analysis, final exam question development, Mid Semester Evaluation</td>
</tr>
<tr>
<td>Assignment Due:</td>
<td>R3 Evaluation Plan and Optional Assignment Selection, Homework questions</td>
</tr>
</tbody>
</table>

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Rosenthal: Chapter 4- Measures of Variability
- Rosenthal: Chapter 5 – Shape of Distribution
• CommunityToolBox-ConductingFocusGroups – http://ctb.ku.edu/en/tablecontents/sub_section_main_1018.aspx


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

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

• FOCUS GROUPS FORMS AND SAMPLES (c-tools site)

• QUALITATIVE INTERVIEWING (c-tools site)

**Lecture 6, June 18 (DATA ANALYSIS – Part 2)**

| Topics: Statistical test selections, Quantitative Data analysis, EXCEL & SPSS Tutorial, database design, data cleaning, univariable analysis, descriptive and bi-variate statistics |
| Class Activity/Demonstration: SPSS and Excel statistical test, Null & Alternative hypotheses testing, final exam question development |
| Case Study: Pre and posttest outcome survey-t test, Conducting Social Work Research, Chapter 14: Selecting a Statistical Measure for Your Study |
| Assignment Due: Homework questions |

Required Out of Class Learning: Required Reading/Videos/ Webinars

• Royse: Chapter 14 – Data Analysis

• Rosenthal: Chapter 14: Logic and Statistical Significance Test

• Rosenthal: Chapter 17: The t Test and One Sample Procedure for Means

• Rosenthal: Chapter 18 : Independent Samples tTest and Dependent Samples

• How to use Excel for data analysis WEBINAR retrieved on June 25, 2011 at http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu 58 minutes
Lecture 7, June 25 (REPORT WRITING)

Topics: Data Dissemination, Participation Action Research and ownership of data

Class Activity/Demonstration: Guest Speaker: Julie Schumaker or Gail Smith, Review of evaluation report and all optional assignment samples and grading rubrics, final exam question development


Assignment Due: All Optional Assignment Drafts, Homework Questions

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse: Chapter 2-Ethical Issues in Program Evaluation
- Rosenthal : Chapter 15- The Large Sample Test of the Mean and New Concept
- Rosenthal : Chapter 16- Statistical Power and Select Topic
- SAMPLE REPORTS (c-tools site)

Lecture 8, July 2 (COST BENEFIT ANALYSIS, COST EFFECTIVENESS AND CLIENT SATISFACTION)

Topics: Customer satisfaction (domains, items, rating scales, data collection protocols to minimize conflict and bias. Cost Benefit and Cost Effectiveness

Class Activity/Demonstration: Cost Benefit and Effective guided practice, Customer Satisfaction Survey, final exam question development

Case Study: Rogers Article. World Health Organization Article

Assignment Due: O4 or O5 - Dissemination Evaluation Report or Results to the Client

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse: Chapter 7- Client Satisfaction
- Royse: Chapter 10 –Cost Effectiveness and Cost Benefit 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)


  Optional- Overview Behind the headlines 18514-H – Askwith Media Library (60 min.)

**Lecture 9, July 9 (REAL TIME EVALUATION, DEMOESTRATION OF COMPENTENCY SKILLS)**

<table>
<thead>
<tr>
<th>Topics: Final Exam</th>
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<tbody>
<tr>
<td><strong>Class Activity/Demonstration:</strong> Instrument administration, compilation of data and reporting the key findings of the exam. Report creation based on the ‘What, So What and What Next” real time evaluation method with charts and bi-variate analysis.</td>
</tr>
<tr>
<td><strong>Assignment Due:</strong> R4- Final Exam, R1- 2nd Meeting Minutes with Clients</td>
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**Lecture 10, July 16 (PROJECT PRESENTATION AND COURSE WRAP UP)**

<table>
<thead>
<tr>
<th>Topics: Dissemination of Data, Students will present project achievements and lessons learned to their classmates.</th>
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<tbody>
<tr>
<td><strong>Class Activity/Demonstration:</strong> Project Presentation and Course Learning Gallery &amp; Evaluation</td>
</tr>
<tr>
<td><strong>Assignment Due:</strong> R5 &amp; R6 –Project Presentation, Group Process Reflection and Individual Effort and All Optional Assignment Final Version</td>
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**LEO Lecturers’ Employee Organization, Local 6244, AFL-CIO**