COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683 (Spring/Summer, 2013, Section 003 Class#62660
TIME & PLACE Tuesday 1:00-5:00pm, Room 3816, School Social Work Building
CREDIT HOURS: 3
PREREQUISITES: SW 522 or permission of instructor
INSTRUCTOR: Maureen Okasinski, MSW, LEO Intermittent Lecturer
CONTACT DETAILS: SSWB - Rm. 3760
E-mail: mokasins@umich.edu
Phone: 313 303.8911
OFFICE HOURS: Tuesday: 12:15pm-1:00pm or by appointment

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 2-4 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 is recorded in this course but is not part of the grading rubric with the exception of the 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:

\[
\begin{align*}
A+ & = 97-100 \\
A & = 94-96 \\
A- & = 91-93 \\
B+ & = 87-90 \\
B & = 84-86 \\
B- & = 81-83 \\
C+ & = 77-80 \\
C & = 74-76 \\
C- & = 70-73 \\
D & < 69 \text{ (no credit)}
\end{align*}
\]

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.
Assignment: Evaluation Project

Groups of 2 to 4 students complete the evaluation project. Within the team, each person will take the lead on one or more aspects of the project (client liaison, program lit review, cultural competency, methodology, data collection tool, data analysis, presentation). Teams will create a workplan of who is doing what by when. 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. Any deviations from the assignment list must be approved by the instructor.

R1. Two Site Visits (5 points per visit – 10 points total)
Each student project group will complete two visits to the client agency. Students 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. In a separate narrative, identify which process and outcome objectives do not meet the SMART criteria and suggest revisions that would meet these, based on current program conditions. Write a literature review identifying previous efforts in similar programs. Additionally 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 (20 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. Data Collection Tool (10 points)
Part one of devising a data collection tools is to cull the professional 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. The professional literature review may also speak to sampling and data collection methods. Following this review, the project team in conjunction with the client agency will determine if a standardized tool fits the needs of the evaluation. If there is no appropriate tool, the project team will design a survey, interview protocol, focus group script or observation tool for their project in accordance with the project evaluation plan and informed by the literature. All customize student created surveys must be approved by professor prior to use in the field.

R5: Dissemination: Evaluation Report (20 points)
Students will use output results to write 8-10 page evaluation report for client agency stakeholders. Students will use either Excel or SPSS to complete data entry and analysis using descriptive statistics, frequencies, and mandatory bivariate analysis. Output will be generated to answer key evaluation questions. Data analysis can be conducted on data previously collected by the client agency. The report should adhere to the grading rubric and include agency background, evaluation question and design, findings and recommendations. Graphics and bivariate analysis and statistical tests are expected.

R6: Presentation of Project to the Class (10 points)
In 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.

R7: Group Process Reflection and Individual Effort (potential -5 points)
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.

R8: Student-led Facilitation (5 points)
Each student will facilitate a 15 minute small group discussion during the class. The student will develop 3-5 questions based on the assigned reading to guide discussion in further exploration of the reading.

**R9: Final Exam (20 points)**
Students will demonstrate theoretical knowledge by taking a multiple choice exam.

**R10: Class Participation (5 points)**
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.

**Extra Credit: Dissemination of Results to the Client (5 points)**
Students will present the results of the evaluation to client agency stakeholders. 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. 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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<tbody>
<tr>
<td>PEERRS Certification</td>
<td>May 21</td>
<td>-5</td>
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<tr>
<td>Requirement</td>
<td>Due Date</td>
<td>Max Points</td>
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<tr>
<td>R 1 – First meeting, workplan (who’s doing what by when) 2\textsuperscript{nd} meeting depend on client needs</td>
<td>May 28, July 9</td>
<td>10</td>
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<tr>
<td>R 2 – Logic Model</td>
<td>June 5</td>
<td>10</td>
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<tr>
<td>R4 – data collection tool (must be approved prior to use)</td>
<td>June 11, June 25</td>
<td>10</td>
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<tr>
<td>R5 – Evaluation Report</td>
<td>July 9 or 16</td>
<td>10</td>
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<tr>
<td>R 6, R7 &amp; Extra Credit – Presentation to Class &amp; reflection</td>
<td>July 16</td>
<td>10</td>
</tr>
<tr>
<td>R 9 – Final Exam</td>
<td>July 23</td>
<td>20</td>
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<tr>
<td>R8 &amp; R10 – Class Participation</td>
<td>Ongoing</td>
<td>5, 5</td>
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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, ETHICS, EVALUATION QUESTIONS AND PLANS)

<table>
<thead>
<tr>
<th>Topics &amp; Activities:</th>
<th>Introduction to course expectations, overview of program evaluation, types of evaluation, review of student experiences and interests, evaluation standards and ethics, review sample evaluation plans, introduction to project options, Group formation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Evaluation:</td>
<td>Introduction to AFG Girl Smart project</td>
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<tr>
<td>Assignment Due:</td>
<td>None</td>
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</tbody>
</table>

IN Class Learning: Required Reading/Videos/ Webinars:

- Evaluation plan samples (c-tools)
• Alternatives For Girls-Girl Smart Logic Model (c-tools)

**Lecture 2, May 21: LOGIC MODELS, BUILDING RELATIONS WITH CLIENT and UNDERSTANDING EVALUATION continued**

<table>
<thead>
<tr>
<th>Topics &amp; Activities: Understanding evaluation continued, program theory of change, logic modeling, building relations with client agency, Assignment R1-client minutes template review, group project planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Evaluation: Review of Girls Smart Evaluation project</td>
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<tr>
<td>Assignment Due: PEERS Certification Proof</td>
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</table>

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

- Royse, Chapter 1
- Rosenthal, Chapter 1
- 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)
- 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 development: DESIGNS, VARIABLE TYPES and BUDGET)

<table>
<thead>
<tr>
<th>Topics &amp; activities:</th>
<th>Evaluation plan components, budgets, variable types, Excel data entry, evaluation plan grading rubric</th>
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</thead>
<tbody>
<tr>
<td>In Class Evaluation:</td>
<td>Girl Smart Evaluation Plan and Data Entry</td>
</tr>
<tr>
<td>Assignment Due:</td>
<td>R1-Site Visit with Client Minutes and project workplan</td>
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</tbody>
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Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse: Chapters 3-Needs Assessment, 4-Qualitative and Mixed Methods, and 5- Formative and Process Evaluation 6- Single System Research Design, 9-Group Research Design
- Rosenthal Chapter 2, Chapter 10 –Research Design and Causality
- 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)

### Lecture 4, June 4 (Evaluation Plan Development: SAMPLING, SURVEY DESIGN, STANDARDIZE INSTRUMENTS, DATA COLLECTION)

<table>
<thead>
<tr>
<th>Topics &amp; Activities:</th>
<th>Sampling, Survey Design, Criteria for selecting standard outcome measurement instruments, data collection, Program Drift, Role of politics in evaluation.</th>
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</thead>
<tbody>
<tr>
<td>In Class Evaluation:</td>
<td>AFG Data Analysis-frequency distributions</td>
</tr>
<tr>
<td>Assignment Due:</td>
<td>R2: Logic Model, Homework Questions</td>
</tr>
</tbody>
</table>

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 ANALYSIS**

**Topics & Activities:** Statistical test selections, data base design, data cleaning, bivariate statistics, Pre and posttest outcome survey-t test, Conducting Social Work Research, Chapter 14: Selecting a Statistical Measure for Your Study

Mid Semester Evaluation

Assignment Due: R3 Evaluation Plan draft, Homework questions

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

- Rosenthal: Chapter 4- Measures of Variability
- Rosenthal: Chapter 5 – Shape of Distribution
- 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](http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu) 58 minutes

**Lecture 6, June 18 (Evaluation Case Studies, FOCUS GROUPS)**

**Topics:** evaluation case studies, focus groups, Royse chapter end: Ethic case question #2.

Assignment Due: R4-Data Collection Tool, 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

• Community Tool Box- Conducting Focus Groups – http://ctb.ku.edu/en/tablecontents/sub_section_main_1018.aspx
• Community Toolbox focus group example http://ctb.ku.edu/en/tablecontents/sub_section_examples_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)

Student leaders will each choose one for facilitated discussions:


American Women. Research on Social Work Practice, 10(1), 78


• Weaver, H.N. (1999). Assessing the needs of Native American communities: A northeastern example. Evaluation and Program Planning, 22, 155-161


Lecture 7, June 25 **CLIENT SATISFACTION and SMALL GROUP CONSULTATIONS**

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

Assignment Due: R3-Final Evaluation Plan

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

• Royse: Chapter 7- Client Satisfaction


Lecture 8, July 2 EVALUATION REPORTS, SMALL GROUP CONSULTATIONS

Topics & activities: Review of Evaluation Report Rubric, Presentations of the data (charts, powerpoint and discussion, small group consultations

Assignment Due:

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

- Chapter 15 - Writing Evaluation Proposals, Reports and Journal Articles
- Sample evaluation reports (c-tools)

Lecture 9, July 9 COST BENEFIT ANALYSIS, SMALL GROUP CONSULTATIONS

Topics: Cost Effectiveness & Benefit Analysis, small group consultations

Assignment Due: R1-second meeting minutes

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

- 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 (3 minutes)
- Cost Benefit Analysis-3 minute crash course http://www.youtube.com/watch?v=Qt8HNNWIV-c (3 minutes)

Lecture 10, July 16 (PROJECT PRESENTATION AND COURSE WRAP UP)

Topics & Activities: Dissemination of Data, Students will present project achievements and lessons learned to their classmates.

Assignments Due: R5, R6 & R7 – Evaluation Report, Project Presentation, Group Process Reflection

Lecture 11, July 23 FINAL EXAM (R9)