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.

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.

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.

Course Design
The course will use an integrative learning approach. Students will select to lead and participate in one local community-based evaluation project based on their social work areas of interest, educational needs, and career plans. Evaluation teams of 3 to 4 students will be established within the first two weeks of class. The community-based evaluation projects will be identified by the students and approved by the instructors.

Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role plays will be used. Client agency guests from the community may be invited to present evaluation needs and discuss evaluation results with the class. Experienced evaluators may also participate in Skype discussions with students to highlight important skills and offer perspective on innovations in program evaluation.

Students will access C-Tools for course-relevant readings, evaluation methodology protocols, examples of evaluation deliverables, and the document management of all community-based evaluation projects.

Each course session will include a 1.5 hour lecture followed by evaluation project team work sessions. Scheduled work group consultation appointments will occur with the instructors during the second half of class.

Relationship of the Course to Four Curricular Themes
- Multiculturalism and Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

- Social Justice and Social Change: Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

- Promotion and Prevention: Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce
risk of onset of problems and promote healthy development.

- Social Science: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

**Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice:**
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.

**Relationship of the Course to Social Work Ethics and Values**
This course will emphasize the relationship of the NASW'S Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW'S Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).

**RELEVANT POLICIES**

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

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

3. **Attendance**
   The School of Social Work attendance policy can be found in the Student Guide. Attendance is not included in the grading rubric for this course with the exception of required site visits. Students are expected to visit the client agency at least twice during the semester. Students are expected to participate in lectures, project group meetings, and project consultation
appointments with the instructor.

4. Deadline Expectations
Project assignments will be graded at three points during the semester according to the syllabus. All project assignments must be submitted by the last lecture. Assignments submitted more than two days late will be graded down one full grade (points are calculated by assignment) when the assignment is submitted late. Exceptions will need prior permission of the instructor.

5. Grading System
A 100-point system is used. At the end of the semester, the test points (maximum of 30 points) and the project points earned (maximum of 70 points) will be translated into letter grades according to the following formula:

\[
\begin{array}{cccccc}
A+ & 100 & B+ & 88-91 & C+ & 76-79 \\
A  & 96-99 & B  & 84-87 & C  & 72-75 \\
A- & 92-95 & B- & 80-83 & C- & 68-71 \\
\end{array}
\]

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.

7. General Expectations and Format for Written Work
   • You must use scholarly literature to support your work. All assumptions and ideas included in students' presentation of materials should be appropriately supported with in-text citations and a reference list. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words.
   • You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is clear or not, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. For assistance with writing, contact The Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; http://www.lsa.umich.edu/swc/contact.html
   • All written documents should be properly formatted with 1 inch margins all around, include a title page, appropriate subheadings and page numbers.
COURSE ASSIGNMENTS

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

Project 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 70 points (70% of course grade). Required and 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. Any deviations from the assignment list must be approved by the instructor and recorded on the Project Point Plan.

Required and optional project assignments are presented next. The optional assignments are selected to meet the needs of the client agency as described in the project evaluation plan. Any deviations from the assignment list must be approved by the instructor and recorded on the Project Point Plan.

All student groups must complete the Required Assignments (indicated with R)

R1. Two Site Visits (5 points per visit)
Each student project group must make two visits to the client agency. Students must document the meeting agenda and the notes of what transpired, including follow-up/action steps. These documents will be submitted on C-tools in a project folder. On occasion, a project team will make more than two visits; however, a maximum of 10 points will be assigned for site visits (points per visit).

R2. Program Specification Using Logic Model (15 points)
This written assignment requires the articulation of a program’s theory of change using a one-page logic model. The logic model will include (1) a description of clients and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected client outcomes. Include relevant theories, curriculums, and/or research that inspired the development of the model. Include a Reference/Resource page to identify published references (theorists, research studies) and other source materials (i.e. program handbooks, interviews with program staff) used in the development of the model.

R3. Program Evaluation Plan (15 points)
Students will design a 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 steps, deliverables, and evaluation lessons learned using 3 to 4 power point slides. Presentation will be 15 minutes in length and will include time for questions from classmates.

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

01. 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.

02. Data collection (10 points)
Students will collect new data in accordance with the project evaluation plan. This could include the administration of surveys, facilitation of focus group, interviews, case file extractions, OR evaluation observation.

03. Standardized Measure/Scale or Literature Review (10 points)
Students will cull the literature and internet search engines for reviews of standardized evaluation measures (tests of validity, reliability). Students will report on search results using a paper that includes a matrix and an abstract of results.

04. Data entry and analysis (15 points)
Students will design a database in PASW (formerly SPSS) to enter data. The data will be analyzed using descriptive statistics, frequencies, and bi-variates (as needed). Output will be generated to answer key evaluation questions. Data analysis can be conducted on data previously collected by the client agency.

05. Dissemination: Executive Summary Report (15 points)
Students will use EXCEL or SPSS output results to write 8-10 page evaluation report for client agency stakeholders that include a 1-2 page “executive summary”. Report should adhere to the grading rubric and include agency background, evaluation question and design, findings and recommendations. Graphics and statistics are expected.

06. Dissemination: Power Point Slide Presentation of Results to the Client Agency (15 points)
Students will development a Power Point Slide Presentation or Handout using EXCEL or SPSS (PAWS) 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
Copies of all assignments must be submitted to the Project Team Ctools folder!

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Required 1 – first meeting ( 2nd meeting depend on client needs)</td>
<td>Sept 25</td>
</tr>
<tr>
<td>Required 2 – Logic Model</td>
<td>Oct 2</td>
</tr>
<tr>
<td>Required 3 – Evaluation Plan Draft &amp; identification of all optional</td>
<td>Oct 16</td>
</tr>
</tbody>
</table>
Optional assignments submission dates will vary based on the client’s needs.

**TEXTS**

**REQUIRED**

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


LECTURES: Date, Topics and Readings

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

Lecture 1, September 4th  Introductions
Topics: Introduction to course expectations, overview of program evaluation (compared to social work science), evaluation at the program level, types of evaluation, review of student experiences and interests, AEA evaluation standards and NASW code of ethics. Project work group options.

- Royse Chapter 1: Introduction

Lecture 2, September 11th  Logic Modeling and Evaluation Planning
Topics: Program theory of change, logic modeling, evaluation at the program level. Role Play: Logic model development and evaluation planning for agency serving adolescent girls involved with child welfare and juvenile justice systems in West Virginia. Project work groups formed.

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

Lecture 3, September 18th  Evaluation Planning and Engagement
Topics: Form project teams, evaluation deliverables and evaluation plans, strategies for engaging/working with client agencies, basics of evaluation report writing. Human subject protections and IRB requirements.

• 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](http://www.youtube.com/watch?v=7ca_sY-BrR0) (retrieved on July 9, 2012)
• Review evaluation plans and grading rubric on C-tools

**Lecture 4, September 25th**  
**Formative and Process Evaluation (R1 Assignment Due)**  
Topic: Customer satisfaction evaluations, survey development, data collection protocols, analysis and reporting. Review student group draft logic model, and evaluation plans.

• Royse Chapter 5: Formative and Process Evaluation  
• Royse Chapter 7: Client Satisfaction  
• Council on Accreditation: Performance Quality Improvement Standards (PQI) 7.11, COA, NY, NY. (H)  
• SURVEY SAMPLES (c-tools site)  
• 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 5, October 2nd**  
**Process Evaluations and Qualitative Methods (R2 Assignment Submission – Logic Model)**  
Topics: Process and implementation evaluations using qualitative methods such as focus groups, interviewing, and evaluator observation. Focus Group role play. Data collection best practices (i.e. with LGBT community, people who are experiencing financial hardship, people who are unable to read, people with cognitive impairments, people with anxiety).

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

**Lecture 6, October 9th**  
**Quantitative Methods and Survey Development**  
Topics: Quantitative methods: in-house outcome surveys, rating scales, case file extraction, sampling

• Royse Chapter 8: Sampling


• 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

*Mid Semester Evaluation*

**Lecture 7, October 16th**  
**Standardized Instruments and Outcome Measurements (R3 Assignment Submission – Draft of Evaluation Plan)**

Topics: Criteria for selecting standard outcome measurement instruments, psychometrics, search engines, instrument reviews

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 11: Measurement Tools and Strategies
- Royse Chapter 12: Illustrations of Instruments

**Lecture 8, October 23rd**  
**Experimental, Comparison Group Outcome Designs**

Topic: Experimental and comparison group outcome designs.

- Royse Chapter 9: Group Designs
- Royse Chapter 11: Measurement Tools and Strategies

**Lecture 9, October 30st**  
**Fidelity Evaluations, Evidence-based Practice Evaluations**

Royse Chapter 13: Pragmatic Issues

**Lecture 10, November 6th**  
**Report Writing**  
Topics: More on descriptive and bi-variate statistics using PAWS (formerly SPSS) and Excel. Report writing, Use of graphics.
Royse Chapter 14: Data Analysis
ANALYSIS (c-tools site)

**Lecture 11, November 13th**  
**SPSS and PEERRS CERTIFICATION in Human Subjects**  
**R3 – Assignment Final Submission – Evaluation Plan**  
Topics: SPSS Tutorial on data base design, entry, basic analysis and output

**Lecture 12, November 20th**  
**Cost Evaluations**  
Topics: Cost effectiveness designs, cost-benefit analysis, evaluation budgets, Student Presentations, Closing meetings with Client Agencies.
Royse Chapter 10: Cost Effectiveness and Cost Analysis

**November 27th**  
**Advanced Data Analysis and Student Presentations**

**Lecture 13, December 4th**  
**Student Presentations**  
Student Presentations, Closing meetings with Client Agencies. Evaluation career paths Course review and exam preparation

**Lecture 14, December 11th**  
**Final Assignment Submissions, Final Exam**  
Evaluation Practice Self-efficacy Survey, Course Exam