EVAL 683:003
Evaluation in Social Work

Subject: Evaluation
 Credits: 3
PreReq: SW522 or permission of instructor
Applies to & Method Type: CSS, CHLDY, AG, HLTH, MHLTH, Evaluation

Semester: Winter 2014
Meets: Wednesday, 6-9 PM
Location: B760 SSWB
Instructor: Letha A. Chadiha, PhD, MSW
Office: 3692 SSW
Phone: 734.763.9396
Email: lethac@umich.edu
Office Hours: Thurs., 11 AM-1 PM or BA

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

<table>
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<tr>
<th>Multiculturalism &amp; Diversity:</th>
<th>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.</th>
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<td>Social Justice:</td>
<td>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.</td>
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<tr>
<td>Promotion, Prevention, Treatment &amp; Rehabilitation:</td>
<td>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.</td>
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**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

Students are required to complete five assignments and submit them on their due date, as noted in the class syllabi, by 11:55 p.m. via the CTools assignment or drop box feature.

[Possible total points for all five assignments are 100 points.]

Assignment #1. Collaborative Group Discussions facilitated by 2 or more 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 the class date for which students signed up as facilitators.]

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 working as a group will be required to generate 2-3 questions on weekly readings, including articles and textbook chapters. Students will use these questions to facilitate in-class small group discussions. Students will submit these questions to the instructor on the day prior to the day of class. 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 these dates: January 15 and 29; February 5, 19, and 26; March 12, 19, and 26. Each student facilitator will earn 5 points for generating questions and leading discussions.]

Second, each student will write and submit 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 read the weekly readings and contribute to the weekly class discussion. Students will generate questions as a group; each student will facilitate a group discussion and submit a written reflective statement based on the weekly readings.

Assignment #2. Conceptualization of Evaluation Plan Using Logic Modeling [10 points; due on February 5th by 11:55 p.m.]
This assignment aims to enhance students’ analytical skills in planning and designing evaluations in social work. Your logic model should include:

- The theory of change/assumption(s) 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 March 12th by 11:55 p.m.]

This assignment aims to provide students with research methods and analytical skills as well as professional proposal writing skills in planning and designing 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 April 16th in class]. All students are required to post a copy of their poster document in CTools by 11:55 p.m. on April 16th.

This assignment aims to enhance students’ communication, presentation, and technical skills in the dissemination process when planning and designing social work evaluations. Students will be required to present a poster presentation based on their evaluation proposal in class on April 16th, which will include the research question(s) or goal(s), logic model, methodology (i.e., research design, sample, data collection and measures), limitations, strengths and next steps for the evaluation proposal. Students will earn full points for this assignment unless they fail to present their poster. The instructor will arrange for and provide poster 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 April 22nd by 11:55 p.m.]

This assignment aims to provide students with research methods and analytical skills as well as professional proposal writing skills in planning and designing 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 the Assignment Feature or Drop Box in CTools.]

2. **Conceptualization of Evaluation Plan Using Logic Modeling** [10 points; due on February 5th by 11:55 P.M.]

3. **Evaluation Proposal: Part 1** [20 points; due on March 12th by 11:55 p.m.]

4. **Poster Presentation** on Evaluation Proposal [15 points. Students are required to post their poster document on CTools on April 16 by 11:55 p.m.]

5. **Evaluation Proposal: Part 2** [40 points; due on April 22 by 11:55 p.m.]

X. Guidelines for Writing the Evaluation Proposal (See pages 15-18 of class syllabus.)

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 course requirements.

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<th>Grade</th>
<th>Score Range</th>
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<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>91-94</td>
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<tr>
<td>B+</td>
<td>86-90</td>
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<tr>
<td>B</td>
<td>80-85</td>
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<tr>
<td>B-</td>
<td>76-79</td>
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<tr>
<td>C+</td>
<td>72-75</td>
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<td>C</td>
<td>70-71</td>
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<tr>
<td>&lt; 70</td>
<td>not passing</td>
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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>08, 15, 22, 29</td>
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<tr>
<td>February</td>
<td>05, 12, 19, 26</td>
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**NOTE:** SPRING RECESS BEGINS AT NOON ON MARCH 1st; CLASSES RESUME ON MARCH 10th.

March: 12, 19, 26  
April: 02, 09, 16

XIV. Course Topics, Required Readings, In-Class Activities, Guest Presenters

**Session 1: January 8**

**Topic:** Introductions, Course Overview, Evaluation Basics, and Ethical Issues in Social Work Evaluations

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

**Required Readings:**

Textbook Readings:

Online Articles:

#1. **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 or copy link into your Browser]  

#2. **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 or copy link into your Browser]  
http://www.nytimes.com/2011/08/31/world/americas/31syphilis.html?_r=1&emc=eta1
#3. Indian Tribe Wins Fight to Limit Research of Its DNA [Control + Click to follow Link or copy link into your Browser]


Session 2: January 15
Topic: Planning and Conceptualizing Evaluations

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 an evaluation for the evaluation proposal (60 minutes)

Student facilitators submit independent assignment #1.

Session 3: January 22

1st Half of Class: Principles in the Responsible Conduct of Scientific Research and Evaluations (Small Group Activity: Questions, Answers, and Discussion)

2nd Half of Class: Small Group Activity
- Students will continue to plan and conceptualize an evaluation for their first assignment and their evaluation proposal.

Students do not submit questions or facilitate discussions on this date.
Session 4: January 29
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, students will plan and conceptualize a needs assessment (60 minutes).

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

Session 5: February 5
Topic: Measurement Issues in Evaluation

Readings posted on CTools:

Textbook Readings:

Small Group Activities
- 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
- 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. 
All students submit logic model, Assignment #1, on this date.

**Session 6:** February 12  
**Topic:** Sampling in Evaluations

[www.youtube.com](http://www.youtube.com): Sampling Methods, Stratified Sampling, Systematic Sampling

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 7:** February 19  
**Topic:** Formative and Process 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, students will plan and conceptualize a process evaluation (60 minutes).

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

**Session 8: February 26**
**Topic: Program Monitoring in Evaluation**

Guest Presenter (1st half of class):
Brandy Sinco, MS
Research Associate, UMSSW Healthy Lifestyles Project

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)

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

**SPRING RECESS BEGINS AT NOON ON MARCH 1ST. CLASSES RESUME ON MARCH 10TH.**

**Session 9: March 12**
**Topic: Conceptualizing/Specifying Outcome Evaluations**

1st Half of Class: SKYPE Interview (Pending Confirmation) with Professor Fred Ssewamala, PhD, Associate Professor of Social Work and International Affairs; Director, Columbia University International Center for Child Health and Asset Development.

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, students will plan and conceptualize an outcome evaluation (60 minutes).

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**Student facilitators submit independent assignment #1. All students submit Part 1, Assignment #3, of their evaluation proposal on this date.**

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**Session 10: March 19**

**Topic: Asset Development (continued) and Cultural Issues in Evaluations**

1st Half of Class: Guest Presentation via SKYPE by Professor Trina R. Shanks, PhD, UMSSW, on Child Development Account (CDA) Research

2nd Half of Class: YouTube Video: Gramya: Participatory Monitoring and Evaluation (PME) in UDWDP

The film is an attempt to share the Participatory Monitoring and Evaluation (PME) activity conducted on six categories viz. level of awareness about the project, participation, inclusiveness and equity, transparency, creation of assets and financial management in Uttarakhand Decentralized Watershed Development Project (UDWDP). The UDWDP is a World Bank funded watershed project - popularly known as Gramya-which is under implementation. The objective of the project is to improve the productive potential of natural resources and increase incomes of rural inhabitants in degraded watersheds of the state through socially inclusive, institutionally and environmentally sustainable approaches.

**Readings posted on CTools:**


Textbook Readings:

**Student facilitators submit assignment#1 on this date.**

**Session 11: March 26**
**Topic: Cost Effectiveness, Cost Analysis and Impact in Evaluations**

Readings posted on CTools:

Readings via:

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 give 30 minutes of class time to a discussion on the final assignment, including the poster presentation and the proposal, parts 1 and 2.

**Session 12: April 2**
**Topic: Statistics and Quantitative Data Analyses in Evaluations**

Ms. Claudette Grinnell-Davis, MSW, Doctoral Candidate in Psychology and Social Work, with experience in teaching statistics, 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.

Textbook Readings:
Session 13: April 9
1st Half of class: Rob Pettigrew, 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.

2nd Half of class: Students will use this session to finalize and print their posters at designated campus sites.

Session 14: April 16
Students will present their posters, Assignment #4, which is due via CTools 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: Assignment #5 due on April 22.

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 April 22 via CTools, the Assignment Feature. Please note that late submissions must be submitted via the Drop Box, and they are subject to a late penalty (up to 5 points deducted) when the student has not received the instructor’s approval for a late submission.
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 and designing social work evaluations. Students are requested to use headings when writing both parts of this assignment.

Part 1: Assignment #3 (20 points. Maximum number of double spaced pages = 10; submission date for this assignment is November 1 by 11:55 p.m. via Drop Box or Assignment Feature on CTools)

1. In a brief introductory paragraph, (1) identify and describe the problem or need that your evaluation aims to address; (2) state the purpose or aim of the evaluation; and (3) justify why it is important to address the problem or need using the specific type of evaluation you are planning.

2. Conduct a selective and write a critical review (4-5 pages) of the empirical literature on the problem or need including prior empirical literature on the program, intervention or service that you will plan. In ending this review, write a brief conclusion in which you establish a clear link between the literature review and the evaluation you are planning.

3. Formulate the research question(s) you plan to address in the evaluation. NOTE: The question(s) should relate to the problem or need and link directly to the purpose or aim of the evaluation.

4. Identify the target population—the group or groups affected by the problem or need and/or who will benefit from the program, intervention or service.

5. [IF YOU ARE PLANNING A PROGRAM, INTERVENTION OR SERVICE] Briefly describe the program, intervention or service that you expect to change, prevent or treat in the target population. [NOTE: IF YOU ARE PLANNING A NEEDS ASSESSMENT OR A FORMATIVE EVALUATION IN A CONTEXT WITHOUT A PROGRAM, ITEM 5 MAY NOT APPLY.]

6. List measurable goals and objectives for the program, intervention, service, needs assessment, or formative evaluation. Goals and objectives should link directly to the purpose or aim of the evaluation and the evaluation question(s).

7. Identify any specific strategies for achieving the goals and objectives.

8. 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/assumptions underlying the program, intervention, service, needs assessment, or formative evaluation.
   - 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, service, needs assessment or formative evaluation; these may be defined as short-term, intermediate, and long term).
9. Identify potential stakeholders (i.e., persons involved in and/or affected by the evaluation); explain their role in the evaluation process.

NOTE: You are allowed 10 double-spaced pages for Part 1, excluding your reference list. Note that 4-5 of these 10 pages will be the literature review and critique. 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 April 22 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 you formulated in Part 1 and to the logic model’s outcomes.

Brief conclusion with next steps or recommendations (Estimated number of double spaced pages is less than one)
Your conclusion should integrate relevant literature from the review in Part 1 and include any expected implications for practice/policy/research.

Appendices

You are required to submit the following three appendices:

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

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

3. 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 will result in deduction of points.
1. Thoroughness: You addressed Items for this assignment [1.0 deduction for each unaddressed item].
2. You provided a list of references [1.0 deduction for missing reference list]
3. Your reference list complied with APA format [1.0 deduction for noncompliance with APA format.]
4. You provided documentation as required and included page numbers when quoting materials [1.0 deduction if both are unaddressed or .5 deductions if either is unaddressed].
5. You submitted your proposal on or by the due date [1.0 deduction with up to 5.0 deductions for late submission].
6. Poor quality of writing (e.g., grammar, punctuation, sentence structure, mostly passive voice, organization such as no headings, paragraphs that cover more than a half page) [1.0 deduction]
7. Other concerns: [Points may vary depending on the gravity of the concern].
<table>
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<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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