COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683
SECTION Thursday 2pm-5pm
CREDIT HOURS: 3
PREREQUISITES: SW522 or permission of instructor

Faculty Contact Information
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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:

a. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program’s developmental stage.

b. Specify a program for evaluation and its theory of change.

c. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.

d. Plan an evaluation of social work practice.

e. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies.

f. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes.

4. **Course-related Advanced Practice Behaviors**

a). Advanced practitioners in the method area of Social Policy and Evaluation demonstrate advanced analytical skills in the consumption, production, and dissemination of knowledge and research, policy analysis and advocacy, and evaluation.

b). Advanced practitioners in the method area of Social Policy and Evaluation use appropriate methods to evaluate their own policy and evaluation practice.

5. **Course Design and Instructor Teaching Approach**

Multiple pedagogical methods such as mini-lectures, in-class interviews with guests, discussions, and analysis labs, report editing sessions, instructor consultations and role plays will be used. Students will use C-Tools course folders to access readings, articles, and other resources. Assignments will be submitted on C-Tools in each team folder.

The course will use a project-based integrative learning approach. This term, students will work in teams/small groups and apply course content to a local evaluation.

**Principles of Instruction:** Adapted from Rosenshine, B., *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012).

- I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.”
- I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions.
- I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate.
- I will provide scaffolds for difficult tasks and notify students of possible errors.
- I will guide student practice through additional explanations, live review of drafts, and small group consultations.
- I will monitor students for understanding by asking specific questions and checking student responses.
- I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course.
- I will note student successes and give students ample opportunity to practice independently.
- I will provide feedback as students begin to practice independently.
6. **Relationship of the Course to Four Curricular Themes**

   a). 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.

   b). 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.

   c). 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.

   d). 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.

7. **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 inter-sectionality and inter-cultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

8. **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

2. Learning Needs and Disabilities
Students with specialized learning needs are encouraged 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 submit the disability certificate prior to the Drop/Add date. 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. Students are expected to visit the client agency during the course face-to-face or by phone. Students are expected to participate in lectures, project group meetings, and project consultation appointments with the instructor. Attendance is strongly encouraged.

4. Deadline Expectations
Project assignment due dates are listed in the syllabus. All project assignments must be submitted on the last lecture. Assignments submitted more than two days late will be graded down one full grade (points are calculated by assignment). 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<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>
</tr>
</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.

7. E-mail Communication/Chat Room
Please include “SW683” in the subject line of all e-mails to the instructor. The instructor will most likely not respond to e-mails over the weekend. Submit evaluation questions to the c-tools chat room that are relevant for the entire class. The instructor will respond regularly to chat room questions and contribute to chat room discussions.
ASSIGNMENTS

Local community-based program evaluation project
Our class will establish baseline metrics for older adults residing in Washtenaw County. We will work closely with the Blueprint for Aging, our community-based client. Students will be assigned to project teams. A group will include 3 to 4 students. One of the students will serve as the team coordinator. Field-based assignments will be completed by the student project teams. Students will complete University of Michigan PEERRS Certification in human subject protections before the data collection phase begins.

Draft assignments will be submitted on C-tools for feedback by instructors. Grades will be submitted in the C-tools Grade Book. Project assignments and points are detailed next.

Individual Points = 60 points

Program Specification Using Logic Model (15 points). Due January 30th
Each student will complete a logic model on a program. 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 individual and system conditions that led to the need for the program, (2) major program components, (3) detailed planned activities, and (4) expected participant outcomes. Students will include a Reference/Resource page to identify published references (theorists, research studies) and other internal source materials (i.e. program handbooks, interviews with program staff) used in the development of the logic model.

Program Evaluation Plan (10 points). Due February 20th
Each student will write a 1-3 page Program Evaluation Plan for one sample program (selected from a list of program scenarios provided by course instructors). 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, and (6) a plan for reporting and utilizing the results.

Process Note (5 points). Due after data collection experience
Students will complete a process note after their community-based data collection experience.

Exam (30 points). April 17th
To assess attainment of course objectives, Social Work Competencies, and advanced practice behaviors, a multiple choice exam will be administered to students on the last class. The exam will be open note. Laptops and textbooks are not permitted. A study guide will be provided by course instructors to assist students with exam preparation.

Group Points = 40 points

Survey Collection (20 points)
The class will develop a survey and protocol to be approved by the client. All students will participate in administering the survey to a sample of respondents.

Evaluation Report (20 points). Due April 3
Each student group will use a reporting template to write an evaluation report of results. One report will be written for each student group. The report will include narrative and graphics.
TEXTS

REQUIRED

OTHER TEXT RESOURCE (available at the Graduate Library)


All article readings are available in the course c-tools site in each lecture folder.
Lecture 1, January 9: INTRODUCTION
Topics: Introduction to course expectations, overview of program evaluation as a type of applied research, evaluation at the program and policy level, types of evaluation, review of student experiences and interests, evaluation standards and ethics, introduction to the project.
- Royse Chapter 1: Introduction

Lecture 2, January 16: LOGIC MODELS
Topics: Program theory of change, logic modeling formats.
- Royse Chapter 2: Ethical Issues in Program Evaluation
- Kellogg Foundation Logic Model Development Guide (available on-line using link provided on c-tools)
- LOGIC MODEL SAMPLES (c-tools site)

Lecture 3, January 23: LOGIC MODELS CONTINUED, EVALUATION PLANNING
Topics: Review logic modeling process and rubric, establish project teams, evaluation planning, evaluation budgets, common deliverables, human subject protections and IRB, project discovery.
- Students complete “Essential Competencies for Program Evaluators Self-Assessment” in class
- Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles
- EVALUATION PLAN SAMPLES (c-tools site)

Lecture 4, January 30: CUSTOMER SATISFACTION, SURVEY DEVELOPMENT, ACCREDITATION
Topic: Customer satisfaction (domains, items, rating scales, data collection protocols to minimize conflict and bias, data analysis and reporting formats), and accreditation, initial survey design for BFA.
- Royse Chapter 7: Client Satisfaction
- Royse Chapter 11: Measurement Tools and Strategies
- SURVEY SAMPLES (c-tools site)
Lecture 5, February 6: SURVEY DESIGN, CLIENT ENGAGEMENT, ORGANIZATIONAL ENTRE
Topic: Organization and community context, engaging the client, survey development with BFA.

Lecture 6, February 13: FOCUS GROUPS, QUALITATIVE METHODS, PROCESS EVALUATION
Topics: Process evaluation, qualitative methods, focus groups, interviewing protocols, evaluator observation as a collection method, finalize the BFA survey.
- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
- Royse Chapter 5: Formative and Process Evaluation
- FOCUS GROUPS FORMS AND SAMPLES (c-tools site)
- QUALITATIVE INTERVIEWING (c-tools site)

Lecture 7, February 20: OUTCOME MEASUREMENT METHODS, STANDARDIZED TOOLS
Topics: Outcome measurement methods, sampling, sampling calculators, case file extraction, pre-existing trend data, criteria for selecting standard outcome measurement instruments, psychometrics, search engines, instrument reviews
- Royse Chapter 8: Sampling
- Royse Chapter 12: Illustrations of Instruments

Lecture 8, February 27: DATA ANALYSIS and SPSS Lab
Topics: SPSS Tutorial, data base design using SPSS, data cleaning, analysis planning, descriptive and bivariate statistics.
- Royse Chapter 14: Data Analysis
- ANALYSIS (c-tools site)
Lecture 9, March 13  
Data collection in the field, data entry in class/analysis/report writing

Lecture 10, March 20  
Data collection in the field, data entry in class/analysis/report writing

Lecture 11, March 27  
Analysis and report writing in class

Lecture 12, April 3: OUTCOME DESIGNS  
Topic: Outcome designs.  
• Royse Chapter 6: Single System Research Designs  
• Royse Chapter 9: Group Designs  

Lecture 13, April 11: COST EVALUATIONS, RESULTS PRESENTATION TO BFA, STUDY GUIDE  
Topics: Cost evaluation designs, presentation to the clients, exam study guide review.  
• Royse Chapter 10: Cost Effectiveness and Cost Analysis

Lecture 14, April 17: EXAM IN CLASS