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 evaluate existing evaluation studies for their consistency with the values reflected in the curricular themes.
Course Design:
The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and experiential exercises. Guest speakers may be invited to address special topics. Each course meeting will include a mini-lecture, group time to work on evaluation projects, and consultation from the instructor. Students will use C-Tools course folder to access readings, articles, and other resources.

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 (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.

Relationship of this Course to Social Work Ethics and Values
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 regarding religious holidays and a list of possible conflicts with classes can be found at: [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 encouraged to make an appointment with the instructor to discuss 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 G-664 Haven Hall, (734) 763-3000 ([http://ssd.umich.edu/](http://ssd.umich.edu/)).

3. Attendance
   The School of Social Work attendance policy can be found in the Student Guide. Attendance will be recorded in this course. Attendance is a basic requisite for participation in this class. Participation is important because it serves to address students questions and to clarify information regarding material covered and assignments, provides feedback to the instructor in terms of how well students are learning, and provides the opportunity for the instructor to modify activities accordingly. Also, the simple activity of sharing ideas from various points of view enhances learning. Further, prior research has shown that grades are correlated with attendance, perhaps for the above reasons. Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

   It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies, and observance of religious holidays. Any such absences or tardiness should be discussed directly with the course instructor, and students must make arrangements to complete class work which is missed. Anyone missing three or more classes without a clear health, religious, or employment reasons, will be deducted 5 points from the 10 points allocated to attendance for grading purposes.

4. Course Assignments, Due Dates, and Expectations
   Students are expected to complete all reading assignments prior to the appropriate class and to use them as the basis for informed participation in class discussions. It is expected that students will submit work on schedule. Failure to meet these expectations may result in reduction in grades.

   Course expectations include completion of four assignments that will be weighted in the following manner along with class participation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEERRS Certification</td>
<td>(Due 5/20)</td>
<td>5</td>
</tr>
<tr>
<td>Measurement Critique and Presentation</td>
<td>(Due 6/10)</td>
<td>10</td>
</tr>
<tr>
<td>Program Specification</td>
<td>(Due 6/17)</td>
<td>15</td>
</tr>
<tr>
<td>Sampling and Design Plan</td>
<td>(Due 7/1)</td>
<td>10</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>(Due July 15 &amp; 22)</td>
<td>20</td>
</tr>
</tbody>
</table>
**Final Paper**

(Due by July 22) 30

**Attendance/Participation**

(ONGOING) 10

**TOTAL =** 100

**PEERRS Certification:** Students will complete the University of Michigan Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) training modules. PEERRS is a web-based instruction and certification program for members of the University community engaged in or associated with research in order to help participants improve their knowledge and awareness of responsible research practices. The modules are: (1) **Foundations of Good Research Practices** - publication/authorship, intellectual property, conflict of interest, signatures, plagiarism, misconduct reporting; (2) **Conflict of Interest** - definitions and recognizing potential conflicts, responsibilities toward students/colleagues, consulting and conflict of commitment, sponsored project and technology transfer issues; and (3) **Human Subjects – Social & Behavioral Research** - basic module that covers definition of human subjects research, why human subjects research is regulated, regulatory and ethical responsibilities of researchers. Instructions for taking the modules to become certified are found in the following website: [http://my.research.umich.edu/peerrs/](http://my.research.umich.edu/peerrs/)

**Program Specification/Description/Logic Model:** Students will work with their field instructor (or at their job) to select a program or problem within the agency (or organization) for the purpose of writing a proposal that would lead to an evaluation project (or potentially to conduct an actual evaluation). Students who wish to actually carry out an evaluation project can certainly propose one. Students will design a logic model for the program and will answer a series of questions about the program including: 1) the client and/or system conditions that the program attempts to address; 2) a delineation of the major program model, including its assumptions, theoretical base, empirical base, and practice rationale; 3) a description of the major program processes and/or activities; 3) a listing of the program’s stated goals and objectives and 5) an enumeration of both the expected immediate and long-term outcomes and a rationale for why these are expected to occur. A handout with more details regarding this assignment will be distributed in class several weeks prior to the due date.

**Measurement Critique (and presentation):** Students will be asked to conduct a literature search to identify an article or report about a process or outcomes evaluation in order to identify an instrument that they might use in the evaluation of the program described in the first assignment. They will then be asked to discuss the populations/samples upon whom the instrument was developed and/or standardized; the steps taken to ensure the reliability and validity of the measure; and the instruments sensitivity to change and ease of administration and completion. A handout with more details regarding this assignment will be distributed in class several weeks prior to the due date.

**Sampling and Design Plan:** Students will be asked to identify a design and sampling plan that might be used in the evaluation of the program. The design part of this paper will include a description of the research design which will be used. Students will also be asked to discuss the strengths and limitations of the chosen design in terms of its ability to answer the evaluation question under study. In the sampling part of this paper, students will be asked to formally identify the population of interest and the sample they would use in their evaluation, including a discussion of the type of sampling to be utilized, a description of how this sampling technique will be implemented, and anticipated problems in gathering the sample or with sample attrition? A handout with more details regarding this assignment will be distributed in class several weeks prior to the due date.
**Class Presentation, Participation, and Discussion:** Each student will have 15’ to present the content of the final paper “evaluation proposal” (or ‘evaluation results’ if such a project was carried out) to the class. Presentations are expected to be formal as if students were presenting the proposal to a group of stakeholders that are considering funding the proposal or making a decision about whether to fund or cut a project based on the evaluation. A handout with more details regarding this assignment will be distributed in class several weeks prior to the due date.

**Final Paper – Evaluation Proposal:** Building upon and augmenting the work already done during the semester, and utilizing readings and classroom activities, students will be asked to write a final paper that describes the evaluation proposal (or the conduct of the evaluation if one was done). The paper will incorporate information from the program description, measurement, and design and sample reports already completed. In addition, students will be asked to do a number of additional tasks, including an articulation of the evaluation questions, the assumptions of the proposed study, the probable data collection strategy, as well as an analytic plan. In addition, students will be asked to discuss the limitations of their proposed study, as well as to report on how they propose to use program stakeholders in at each stage of the evaluation process. The final paper should be about 15-20 pages, including title (cover page) and references (no less than 10 articles), and should follow either the Vancouver Style, Medical Style, Chicago Style, or APA style of citations. The style is not as important as is consistency.

All assignments will have an outline for students to follow. Since each assignment relates to an important step in the evaluation process, and builds on the assignment that precedes it, students are urged to contact the instructor if they wish to discuss their ideas prior to submission or to discuss issues after their papers are returned to them. It is strongly suggested that students follow the outline provided by the instructor when completing each of the assignments, as these will be detailed and provide the student with a blueprint for successful completion. Assignments are due at the beginning of the designated class section — late papers will be accepted only at the instructor’s discretion.

All assignments must be typed, double spaced, and, when appropriate, use appropriate referencing and bibliographic formats. Papers should have page numbers and should be proofread prior to submission, since the quality of the paper will be impacted by its visual presentation, the use of proper grammar and spelling, and other ‘pride of authorship’ issues.

**Grading Criteria for Written Assignments and Presentations:** Each written assignment is given a score and a corresponding letter grade: (1) the grade of A+ will be given to high-quality work that clearly goes beyond the content of the course and the expertise students are expected to master. Other grades will be determined based on the following criteria: (2) grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student; (3) a grade of B+ is given to work which is judged to be very good -- this grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment; (4) a grade of B is given to student work which meets the basic requirements of the assignment -- it denotes that the student has done adequate work on the assignment and meets basic course expectations; (5) a grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations; (6) variations of the C grade reflect a minimal grasp of the assignment, poor
organization of ideas and/or several significant areas requiring improvement; (7) grades between D and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment. Late assignments accepted by the instructor will be graded down by at least one step in the grading scheme.

Final Grades

Final grades will be determined by summing the points earned for each assignment, and rounding the score to the nearest letter grade, with some discretion left to the instructor to round up if other factors come into play. Issues of student tardiness will, if necessary, be factored into this score after this calculation has been completed. The following grades will be assigned based on the percentage of points accumulated:

- 96 – 100 A+
- 93 – 95 A
- 90 – 92 A-
- 86 – 89 B+
- 83 – 85 B
- 80 – 82 B-
- 76 – 79 C+
- 73 – 75 C
- 70 – 72 C-
- 61-69 D
- 60 or below F

TEXTS/MATERIALS

No textbook is required for the class. All assigned readings are either available through the internet or in the CTools website for this course. Below is a list of evaluation texts that students may elect to read if interested. These books are available in professor Delva's office and may be borrowed for a week:


The Evaluation Center at Western Michigan University has a comprehensive list of materials online on evaluation. You are encouraged to visit the site and read their materials: www.wmich.edu/evalctr/checklists/evaluation-checklists/

TOPICAL OUTLINE

**Session 1 – 5/13**

**Class activities:**

1. Detailed discussion of assignments.
2. Overview of the evaluation process.
3. Discussion of an evaluation project and Human Subjects Protection.
4. Conducting literature reviews and locating instruments for the purpose of evaluation and grant writing.
5. The importance of designing ‘good’ questionnaires to collect ‘good’ data.
6. Examples of meta-analysis and systematic reviews.

**Basic Readings:**

2. MacDonald, G. (no date). *Criteria for selection of high-performing indicators: A checklist to inform monitoring and evaluation*. CDC


**Session 2 – 5/20**  

**Class activities:**
1. The Human Subjects Protection Process
2. Creating logic models. Template available in CTools
3. Guest Speaker: Professor Edward Chang from the University of Hong Kong to discuss multicultural comparisons.

**Basic Readings:**
2. W.K. Kellogg Logic Model Development Guide
3. ASDC. (June 2001). Principles for Evaluating Comprehensive Community Initiatives
4. Delva et al chapter – emic etic Ch01
5. Delva et al chapter – CBPR Ch06
6. Example of a Logic Model

**Session 3 – 5/27**  
Measurement, research designs and data analyses strategies

**Class activities:**
1. The process of coming up with an evaluation design.
2. Thinking about types of data, data collection, and analysis

**Basic Readings:**
1. Research designs and sources of invalidity

**Session 4 – 6/3**  
Continuing with the topic of research designs and data analyses strategies (research designs, stats, power analyses, software, etc…)

**Class activities:**
1. Exercise entering data
2. Power analysis
3. Guest Speaker: Debbie S. Tauiliili, MSW, MS.

**Basic Readings:**
1. On power analysis and sample size:
   [http://www.jeremymiles.co.uk/misc/power/](http://www.jeremymiles.co.uk/misc/power/)

**Session 5 – 6/10**  
Students presentations on their Measurement assignment. Discussion about program specification assignment which is due next week.
Session 6 – 6/17

Needs assessments, Program Monitoring and Improvement, and data analysis. Conducting research with LGBTQ populations

Class activities:
1. Interpreting results of data analysis
2. How to integrate LGBTQ concepts into evaluations

Basic Readings:
1. Dr. Perry S. presentation
2. The Transgender Umbrella
5. Articles will be distributed for students to practice interpreting results.

Session 7 – 6/24

Blending quantitative and qualitative methods in evaluation research. Conducting formative and process evaluations.

Class activities:
1. Quantitative and qualitative approaches.
2. Interpreting results. A closer look at data

Basic Readings:
1. Please see CTools site

Sessions 8 & 9 – 7/1 & 7/8  
Continue discussion of research designs and data analysis.

Class activities:  
Discuss evaluation designs students are working on. Interpreting results. A closer look at data

Guest Speaker: Wonhyung Lee, MSW, PhD student in Urban and Regional Planning. Topic of presentation is on GIS.

Basic Readings:  
1. Continue with prior readings.
3. Checklist of evaluation reports by Gary Miron (in CTools site)

Sessions 10 & 11 – 7/15 & 7/22

Topics: Pragmatic issues in evaluation research. Writing reports/grant proposals. Students’ Presentations

Class activities:
1. Students’ presentations.
2. Class critique and assessment of students’ presentations.
3. Final data analysis exercise.
4. Course evaluation.

LAST DAY OF CLASS: Tuesday July 22. Final papers are due by 5pm on this day.