COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683 (Winter 2015, Sections 001 & 002)
TIME & PLACE: Wed 2:00 - 5:00pm, Room B760/B770, SSWB
CREDIT HOURS: 3
INSTRUCTOR: Shawna J. Lee, PhD, Assistant Professor
CONTACT DETAILS: SSWB - Rm. 3864
E-mail: shawnal@umich.edu
Phone: 734-763-6565
OFFICE HOURS: Wednesday: by appointment – usually I am available before class, but please email me ahead of time if you plan to attend office hours

COURSE STATEMENT

1. Course Description
This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities, and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

2. Course Content
This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for social work practice. Students will examine the evaluation of social work programs with particular attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Students will be introduced to models of evaluation derived from social science and social work theory and research. They will learn to apply these models as they develop skills in critically assessing evaluation methods within the social context.

3. Course Objectives
Upon completion of the course, students will be able to:

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

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

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

4. Plan an evaluation of social work practice.
5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies.

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

4. Course Design
The course will use an integrative learning approach. Students will select local community-based evaluation projects based on their areas of interest and educational needs, and form groups of 2 to 4 students. Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role playing will be used. Client agency guests may be invited to present evaluation needs and discuss evaluation results. Students will access Ctools for additional course-relevant resources. Each course meeting will include a mini-lecture, group time to work on evaluation projects, and consultation from the instructor.

5. Relationship of the Course to Four Curricular Themes
• Multiculturalism and Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.
• Social Justice and Social Change: Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.
• Promotion and Prevention: Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.
• Social Science: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

7. Relationship of the course to Social Work Ethics and Values
This course will emphasize the relationship of the NASW Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations.
RELEVANT POLICIES

1. 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. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Students with disabilities may also contact Nyshourn Price, LMSW (ndp@umich.edu) or Lauren Davis, LMSW (laurdavi@umich.edu) at the School of Social Work, 734-936-0961, for additional assistance.

2. Attendance
Attendance is required at every class session, and attendance will be taken. Each student is expected to sign in each week. More than 2 absences – including leaving early/arriving late to class – will negatively impact your final grade. Generally, this includes but is not limited to a decrease in one letter grade (e.g., if you were to receive a final grade of an “A” based on your course work, more than 2 absences would be grounds for the instructor to assign you a “B” for your final grade). Students are responsible for securing lecture notes and handouts when circumstances require them to be absent.

3. Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. Late assignments will be graded down 5% per day.

4. Grading System
At the beginning of the semester students will choose to be graded as a group OR individually. A 100-point system is used. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<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 (no credit)</td>
</tr>
</tbody>
</table>

5. Incompletes
Course Incompletes are only given in extreme circumstances whereupon a serious, extenuating circumstance has prevented the student from completing a limited amount of coursework. The instructor must be notified of the circumstances that prohibit the student from completing course assignments that are outlined in the syllabus. The instructor will request documentation of the extenuating circumstances. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course. Please note that it is the responsibility of the student to formally request consideration of an incomplete in writing (e.g., via email) to the instructor well in advance of the end of the semester.
POLICIES AND EXPECTATIONS FOR WRITTEN WORK

Written work will be evaluated based on how well it addresses the topic and the clarity of writing. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Students are expected to avoid “language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias.” *(Health and Social Work, 11:3, Summer 1986.)*

Writing Assistance

Sweetland Writing Center
One of the benefits of being a student at the University of Michigan is the range and depth of resources to which you have access. The Sweetland Writing Center is one such resource. Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1310 North Quad (corner of W. Washington and State St.) You can register with them on line and schedule an appointment: [http://www.lsa.umich.edu/sweetland/](http://www.lsa.umich.edu/sweetland/)

School of Social Work
Please contact Betsy Williams, Writing and Study Skills Coordinator, through the Career Services Office. Email [betsywil@umich.edu](mailto:betsywil@umich.edu) or [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu). Betsy is located in Room 1696 SSWB.

Plagiarism/ Cheating

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation is a serious violation of academic integrity and will be grounds for failure on an assignment and may also be ground for failing the course as well as other disciplinary action as described under the School’s policies on academic and professional conduct: [http://ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1](http://ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1)

Plagiarism/ cheating includes plagiarism on written work and presentations (e.g., presenting content from the internet as your own work, failing to properly cite material, presenting others’ ideas as your own without proper citation, presenting other students’ work as your own) and cheating on quizzes or exams (e.g., working with other students on quizzes when not allowed, using materials other than the course textbook for open-book quizzes). Also included in the definition of plagiarism is self-plagiarism, that is, reusing one’s own work without acknowledgement that the txt appears elsewhere (e.g., in a paper for another current or previous class).

Another helpful resource can be found at: [http://www.lib.umich.edu/academic-integrity/resources-students](http://www.lib.umich.edu/academic-integrity/resources-students)

Any evidence of plagiarism will result in action by the instructor, including but not limited to a decrease in course grade and possibility of failing the class.
ASSIGNMENTS

Groups of 2 to 4 students will conduct a program evaluation at a community agency. The team will select an agency, most likely a field placement site. The scope of the project shall be appropriate for a beginning level evaluation team and will be approved by the course instructor. Once the agency is selected, the team will find out from the agency their evaluation needs, develop a work plan for the team to complete the project, develop competency specific to the evaluation, write an evaluation plan, collect data, analyze data, and write an evaluation report. One person from the team is assigned to be the client liaison. All team members should participate in formal client meetings and presentations. Within the team, each person will take the lead on one major component of the project. The work plan identifies the leads, who is doing what aspect of the projects, and when the work is to be completed.

Assignments will be submitted on Ctools drop box before class. Any deviations from the assignment list and due dates must be approved by the instructor. The grading rubrics found in the assignment aids folder on Ctools details of scoring for these assignments. Make sure to review these prior to creating the work plan to better under the scope of each assignment.

Time is allotted during class for evaluation teams to meet and consult with the instructor. Ideally, class time will meet most of your needs for meeting as a group.

R1. Client Engagement - Two Site Visits (5% per visit – 10% total)
Each student group must make two visits to the client agency. Students must document the meeting agenda and the minutes of what transpired, action steps, person responsible for the action, and due dates. A team work plan will be submitted with the first client meeting minutes on Ctools drop box. On occasion, a project team will make more than two visits; however, a maximum of 10 points will be assigned for site visits.

R2. Program Specification and Logic Model (10%)
This assignment will familiarize you with the client’s program as well as other programs with similar needs and projected outcomes. This written assignment requires that you obtain from the client written material that describes the program in order to develop a logic model. If the client has an existing logic model, critique/ modify the logic model for smart language and specific outcomes. If the client does not have a logic model, develop a logic model in order to articulate the program’s theory of change. The logic model will include separate columns for problem, inputs, activities, outputs, short-term and long-term outcomes. The logic model will formatted on one page using concise language.

Separately, the team will conduct a brief literature review (single spaced of approximately 4 pages) to identify previous evaluation efforts of similar programs. Additionally the review will include relevant theories, curriculums, and/or research that inspired the development of the model/program. 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 (10%)
Student team will design a 10-12 page singled space program evaluation plan for the program specified in the first assignment. Components of the plan will include (1) purpose and approach of the evaluation, (2) type of evaluation and key questions, (3) evaluation design, (4) data collection, (5) data analysis plan, (6) reporting and utilizing the results, and (7) cost for evaluation implementation with a budget chart. References will include a bibliography of the evaluation articles
that were used to inform the evaluation plan. Students are supported through the grading rubric displayed in the Ctools assignment aids folder that details the component of section headers.

R4. Data Collection Tool (10%)
Part one of devising a data collection tool is to cull the professional literature for standardized evaluation tools that have been used for similar programs. Students will report on search results using a matrix that includes the standardized test name, primary author, what the tools measures, which populations have used this tool, the validity and reliability score of the tool, and website or source of the tool.

Following this review, the project team, in conjunction with the client agency, will determine if a standardized tool fits the needs of the evaluation. If there is no appropriate tool, the project team will design a survey, interview protocol, and focus group script or observation tool for their project in accordance with the project evaluation plan and informed by the literature. All customized student created instruments must be approved by professor prior to use in the field.

R5. Data Analysis Plan (5%)
The appropriate statistical test will be identified to answer key evaluation questions. A narrative interpretation of the findings will also explain the findings, charts and statistical significance. The final version will be included in the evaluation report in the findings section and does not need to be submitted separately.

R6. Dissemination: Evaluation Report (15%)
REPORT FORMAT - Students will write 15 page single space evaluation plan/report for client agency stakeholders. The report should adhere to the grading rubric outline with sub headers. The report should include professional cover page, acknowledgement page, table of contents, executive summary, agency background, introduction, client background, description of the problem and program, evaluation purpose, evaluation questions, evaluator qualifications and disclaimer, methodology, evaluation design, procedures for data collection, instrumentation description, participants description, findings, discussion, explanation of findings, limitation of the evaluation and an appendix that included the instrument and qualitative data tables. Graphic professional layout and use of call out text boxes is encouraged.

R7. Presentation of Project to the Class (5%)
Students will present their project process, deliverables, key findings using statistics/charts and evaluation lessons learned using power point slides. Presentation will be 15 minutes in length and will include time for questions.

R8. Group Process Reflection and Individual Effort (5%)
There are two forms that will assist the group in evaluating individual efforts of group members and lessons learned. These forms are located in the Ctools R8 - assignment aids folder. Each member will be evaluated by their peers to build individual accountability and effort in the evaluation group. Then, those individual forms will be compiled in a summary sheet for the entire group that will be submitted to the instructor via an electronic drop box submission.

R9. Learning Modules (10%)
Proof of completed of the six online learning modules need to submitted at the beginning of class on the specified due date. Each module is due according to assignment submission calendar. Modules quizzes can be completed on an unlimited number of attempts until 100% competency is demonstrated.
Direct link to the modules:
https://ssw.umich.edu/my-ssw/msw-forms/modules

You can also access them through the SSW homepage. If you are on the SSW homepage, go to:

1. Current Students (top upper corner of page)
2. Click on My SSW (bottom of drop-down list)
3. Click on MSW Program (towards the bottom of the list on the left side of page)
4. In a sub-list under MSW Program (still on left side of page), click on MSW Modules...you are there!

**R10. Mid-term Exam (15%)**
A multiple-choice and short answer mid-term exam will be administered during the class session, to test basic evaluation skills and concepts.

**R11. Participation (5%)**
Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. Students are expected to attend every class session, come on time, read the required readings ahead of time, and participate in class discussions and exercises. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected.

Your participation grade will be based on your:
1. Attendance;
2. Active participation in class and small group discussions; laptops should be brought to EVERY class;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning;
5. Sharing examples from your experiences (field placement and others), current events, or literature related to course topics;
6. Completion of weekly case study.
### ASSIGNMENT SUBMISSION SCHEDULE

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>R1 – Client Engagement including 1&lt;sup&gt;st&lt;/sup&gt; Meeting Minutes and Group Work Plan</td>
<td>January 28</td>
<td>5 (of 10)</td>
</tr>
<tr>
<td>R2 – Program Specification and Logic Model</td>
<td>February 4</td>
<td>10</td>
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<tr>
<td>R3 – Evaluation Plan</td>
<td>Feb 18 (Draft)**</td>
<td>10</td>
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<td></td>
<td>March 18 (Final)</td>
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<tr>
<td>R4 – Data Collection Tool</td>
<td>Feb 25</td>
<td>10</td>
</tr>
<tr>
<td>R5 – Data Analysis Plan</td>
<td>TBD</td>
<td>5</td>
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<tr>
<td>R6 – Dissemination: Evaluation Report</td>
<td>April 1 (Draft)**</td>
<td>15</td>
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<tr>
<td></td>
<td>April 15 (Final)</td>
<td></td>
</tr>
<tr>
<td>R1 – 2&lt;sup&gt;nd&lt;/sup&gt; Meeting Minutes</td>
<td>April 8</td>
<td>5 (of 10)</td>
</tr>
<tr>
<td>R7 – Project Presentation to the Class</td>
<td>April 8 &amp; 15</td>
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<tr>
<td>R8 – Group Process Reflection and Individual Effort</td>
<td>April 15</td>
<td>5</td>
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<tr>
<td>R9 – Online Learning Modules</td>
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<td>10</td>
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<tr>
<td>Evaluation Question</td>
<td>January 21</td>
<td></td>
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<tr>
<td>Evaluation Design</td>
<td>January 21</td>
<td></td>
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<tr>
<td>Evaluation Rigor</td>
<td>January 28</td>
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<tr>
<td>Sampling</td>
<td>February 11</td>
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<tr>
<td>Data Collection</td>
<td>Feb 18</td>
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<tr>
<td>Statistical Test Selection</td>
<td>March 11</td>
<td></td>
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<tr>
<td>R10 – Mid-term Exam</td>
<td>March 25</td>
<td>15</td>
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<tr>
<td>R11 – Class Participation</td>
<td>Ongoing</td>
<td>5</td>
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Assignments submission dates may vary slightly based on the client’s needs. If a group needs to deviate from the submission schedule above, please request approval from the instructor at least one week in advance of the deadline printed above. Prior approval from the instructor is required.

**Please note that for projects that have a draft due (e.g., R3 and R6) I will not accept/grade the final version without submission of the draft on the specified due date.**
TEXTS

REQUIRED

OTHER TEXT RESOURCES (available at the Graduate Library)


<table>
<thead>
<tr>
<th>Session and Topics</th>
<th>Class Activity</th>
<th>Required Before Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1, January 7</strong>&lt;br&gt;Topics: Introduction to course expectations, overview of program evaluation (compared to research), evaluation at the program level, types of evaluation, review of student experiences and interests, introduction to online learning modules</td>
<td>Class Activity: Syllabus review, examining evaluation questions&lt;br&gt;Case Study: Intersection Project Instrument/ Survey, Clean Water for the World&lt;br&gt;Assignment Due: None</td>
<td>--Royse Chapter 1: Introduction&lt;br&gt;--NASW Code of Ethics, Evaluation-relevant standards.</td>
</tr>
</tbody>
</table>
| Session 3, January 21 | Class Activity: Use of SMART language to critique and develop a logic model. Theme development and coding using qualitative data in excel. Reviews of software and devices to assist in capturing qualitative data | --Royse Chapter 4: Qualitative and Mixed Methods in Evaluation  
--Royse Chapter 5: Formative and Process Evaluation  
Optional:  
--Logic model planning session on Youtube (only about 15-20 minutes long) that I conducted with a community service provider located in Ctools: Resources/Logic Model Session with YFSU or via this link: [https://www.youtube.com/watch?v=AbVuLVMMGi4](https://www.youtube.com/watch?v=AbVuLVMMGi4) |
| Topics: Logic model development as it relates to an organization’s missions, programmatic goals and objectives and expected outcome, understanding the value of qualitative data | Assignment Due:  
R9 – Evaluation Question Online Module  
R9 – Evaluation Design Type Online Module |
| Session 4, January 28 | Class Activity: Notation of single system and group system designs, representation of results through graphing | --Royse Chapter 6: Single System Research Designs  
--Royse Chapter 9: Group Designs  
| Topic: Outcome designs: pre-experimental, quasi and experimental design types | Case Study:  
Siegfried Article |
| Antony Article | Assignment Due:  
R1 – First Meeting Minutes and Group Work Plan Due  
R9 – Rigor Online Module | Prisoners. *Clinical Effectiveness in Nursing*, 9, 26–36  
Formative Assessment Webinar with Case study HIV+ Capacity for Health Webinar  
http://www.youtube.com/watch?v=NwRRn hp7d1g&feature=relmfu |
|---|---|---|
| **Session 5, February 4**  
**Topics:** Customer/ client satisfaction scores, evaluation planning | **Class Activity:** Conduct a satisfaction survey. Interpret results based on comparison studies. Understand the key components of an evaluation plan. Review evaluation plan menu and grading rubric.  
**Case Study:**  
Madison Article  
**Assignment Due:**  
R2 – Program Specification and Logic Model |  
--Royse Chapter 7: Client Satisfaction  
--Webinar: Developing an Evaluation Plan, Capacity for Health  
http://library.capacity4health.org/category/topics/monitoring-and-evaluation-me/evaluation-planning/evaluation-plans/developing-evaluat  
--Review professional evaluation plans, assignment aids and grading rubric on C-tools  
**Optional reading:**  
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</thead>
<tbody>
<tr>
<td><strong>Topics:</strong> Probability and nonprobability sampling designs</td>
<td><strong>Case Study:</strong> Letiecq Article</td>
<td></td>
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<tr>
<td><strong>Assignment Due:</strong></td>
<td><strong>R9 – Sampling online module</strong></td>
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<tr>
<td><strong>Topics:</strong> Measures that fit the need, effective outreach, and use of participant incentives</td>
<td><strong>Case Study:</strong> Taylor-Powell or Stirpe Article</td>
<td></td>
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<tr>
<td><strong>Assignment Due:</strong></td>
<td><strong>R3 – Evaluation Plan Draft</strong></td>
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<tr>
<td></td>
<td><strong>R9 – Data collection online module</strong></td>
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</tbody>
</table>
| Session 8, February 25 | Class Activity: Accreditation checklist and Model adherence, critique a grant proposal’s program design, logical model and evaluation plan, the M&M study, buy-in and approval of all evaluation team members.  
Case Study: Rubin Article or Chalk Talk on Alcohol  
Assignment Due:  
**R4 – Data Collection Tool** | --Royse Chapter 13: Pragmatic Issues  
--Chalk Talk on Alcohol film as Askwith library (h19387) by Father Joseph C. Martin. Film Description: Discusses the development of the individual’s attitude toward drinking, explores causative factors which lead to alcoholism, and evaluates approaches to treatment. |
| Session 9, March 11 - Topics: Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics | Class Activity: Data entry and statistical using Excel, SPSS Introduction Data Analysis  
Case Study: Webinar  
Assignment Due:  
**R9 – Selecting Statistical Test online module** | --Royse Chapter 14: Data Analysis  
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  
Film: Statistic at a Glance: 696-H at Askwith Library - 28 min  
<table>
<thead>
<tr>
<th>Session 10, March 18</th>
<th>Class Activity: role play of focus groups, collection of qualitative data, and importance of interviewing protocol</th>
<th>Assignment Due: R3 – Evaluation Plan Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Focus groups and semi-structured interviewing</td>
<td><strong>Assignment Due: R3 – Evaluation Plan Final</strong></td>
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</tr>
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<tr>
<td>--LAMP Focus Group - <a href="http://www.youtube.com/watch?v=_s5M-zWnsJs">http://www.youtube.com/watch?v=_s5M-zWnsJs</a></td>
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<tr>
<td>--How to Run an Effective Focus Group – <a href="http://www.youtube.com/watch?v=selwAVm2tk4">http://www.youtube.com/watch?v=selwAVm2tk4</a></td>
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<tr>
<td>Session 11, March 25</td>
<td>Class Activity: Evaluation budgets, cost benefit analysis</td>
<td>Assignment Due: R10 – Mid-term Exam</td>
</tr>
<tr>
<td>Topics: Cost effectiveness designs, cost-analysis, evaluation budgets</td>
<td><strong>Assignment Due: R10 – Mid-term Exam</strong></td>
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<tr>
<td>Case Study: Rogers Article</td>
<td><strong>Assignment Due: R10 – Mid-term Exam</strong></td>
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<tr>
<td>--Royse Chapter 10: Cost Effectiveness and Cost Analysis</td>
<td><strong>Assignment Due: R10 – Mid-term Exam</strong></td>
<td><strong>Assignment Due: R10 – Mid-term Exam</strong></td>
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<tr>
<td>--Business Promotion: Cost Benefit Analysis of Online Course Evaluations.wmv</td>
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</tbody>
</table>
| Session 12, April 1 | Class Activity: Critiquing of reports content and style (Kentucky Treatment Outcome Study and Ctools DPS Needs Assessment report located in the assignment Aids folder will be discussed), prep for class and client presentation.  
Case Study: Mowbray Article  
Assignment Due:  
--Review Evaluation reports in Ctool in Professional report folder. |
|-------------------|-------------------------------------------------|-------------------------------------------------|
| Session 13: April 8 | Class Activity:  
Class and client presentation  
Case Study: None  
Assignment Due:  
**R7 – Class Presentation**  
**R1 – 2nd Meeting Minutes Due** | None - time allocated for assignment. |
| Session 14: April 15 | Class Activity:  
Class and client presentation. Students will present participate in a transparent and real time course evaluation by sharing their lessons learned and artifact that represents the major take away.  
Case Study: None  
Assignment Due:  
**R6 – Dissemination: Evaluation Report Final**  
**R8 – Group Process Reflection and Individual Effort.** | None - time allocated for assignment. |