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

Contact Information
Elizabeth Thomason, PhD, MSW
E-mail: lizzyb@umich.edu
Phone: (734) 615-2107
Office Hours: 12-2PM Thursdays/by appointment
SSW Offices: B648 (Curtis Center/lower level)

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:

a. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)

b. Specify a program for evaluation and its theory of change. (Practice Behaviors 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)

c. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)


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. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)

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

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 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

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

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.

**Academic Integrity and Plagiarism:** We adhere to the LS&A statement on academic integrity: “The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.”

**Plagiarism is cheating.** Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from The University of Michigan. There are no exceptions. Please make sure that you understand what constitutes plagiarism or cheating.

**Grading System**

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<tr>
<th>Grade</th>
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<tr>
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<td>A-</td>
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**TEXTS**

**REQUIRED**


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

**Additional Resource:**

*Self-Paced Learning Modules for Evaluation & Research*

https://ssw.umich.edu/my-ssw/msw-forms/modules

*Topics: Evaluation Questions, Evaluation Types, Evaluation Design Rigor, Sampling Methods, Data Collection Methods, Statistical Tests*

**One last note about the class:** As social workers, we should be prepared to reflect on and explore our own family history, social systems, experiences, identity, cultural background, and assumptions regarding all forms of diversity. Please be prepared to share your opinions and feedback with others in discussions and exercises, and to do so in a respectful and constructive manner. Also prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field. Lastly, if you are triggered by a topic or comment in class, please feel free to excuse yourself, discuss it with me after class, and/or seek out resources.
Assignments and due dates

Attendance, participation, and discussion questions (15 pts)          Weekly
Attendance in class is expected. Missing more than one class in part or in total can result in a deduction of points. Your attendance and participation reflects the basic elements of any social work relationship – to show up and remain present. For this reason, I ask you not to open computers and/or utilize your phones in class unless we are using them for a class exercise. Non-adherence to this policy will result in a lower grade. All students are expected to have read the weekly readings and contribute to the class discussion.

Each student is required to generate at least one question/comment each week based on the readings and to post these to the CTools forum by 5 PM on Tuesday. Discussion questions should demonstrate critical thinking about the week’s topic(s) in relation to the readings and may incorporate field placement or work experience examples as relevant. You do not need to submit questions for the week you facilitate class discussion.

Discussion facilitation and reflection paper (10 points)           Sign up for one week
This assignment aims to enhance students’ knowledge base and communications skills in evaluating social work practice. It also encourages students’ critical thinking about course concepts and how they related to evaluation of social work practice. The assignment has 2 parts:

1) (5 points) Two students will generate discussion questions or activities based on the week’s readings to facilitate small group or whole class discussion for 20-30 minutes. Although the readings should be incorporated, the discussion should not be a summary or lecture of the readings. Ideas may be found at the end of each textbook chapter and may also be generated through writing the reflective statement. Facilitators should review classmates’ questions and comments for the week (posted by 5 PM Tuesday) and may integrate these into the discussion. Students will sign up on the first day of class. Student-led discussions will occur on January 22, 29, February 5, 12, 19, 26, March 26, April 2, and April 9.

2) (5 points) Each student facilitator will independently write and submit a 1 page single-spaced, reflective statement on the readings assigned for that class session. Reflections should not summarize readings, but rather connect the readings to social work practice, students’ field placement experiences, and the use of evaluation in social work. Guidelines for this reflective statement can be found at the end of this syllabus. The reflective statement is due the same day the student facilitates.

Evaluation client interview and memo (10 pts)          Due February 5
This assignment aims to introduce students to participatory evaluation and client engagement. This assignment enhances students’ oral and written communication skills while providing an opportunity to gather information necessary to successfully plan an evaluation. Students will develop skills needed to collaborate with clients and incorporate their perspective into the evaluation process. Guidelines will be distributed and reviewed in class.

Students will be required to interview their client to inform their evaluation plan. Clients will typically be the director or key staff person responsible for overseeing the program students have selected for their evaluation plan. Interviews can be completed in person, over the phone, or via email. It is anticipated that client interviews will take 60 minutes. After completing the client interview, students will be required to write a memo summarizing what they learned and how it impacted their evaluation plan, if at all. The memo should be about 2 single-spaced pages and use headings. Memos should include the following information:

• The client’s perspective of evaluation needs (e.g., the purpose of an evaluation from client perspective)
• A description of the intervention, program, or service to be evaluation (e.g., is it model-driven or was it developed within the agency/organization?; what are eligibility criteria for consumers/the target population?)
• The type of evaluation – options and what fits best with developmental state of program
• Outcomes that are important to the client and existing outcomes measured by program
• The agency’s desire and/or capacity to sustain evaluation activities
• How the client interview changed students’ evaluation plan, if at all
Logic model (10 pts)  Draft due in class February 12
Final due February 19
This assignment aims to enhance students’ analytical skills in planning and designing evaluations in social work. Students will be required to conceptualize the program that will be the focus of their evaluation plan using logic modeling. The logic model should include:

- The theory of change or assumptions underlying the intervention, program, or service
- Inputs or resources
- Activities (e.g., tasks, actions, and events undertaken to change, prevent, or treat the problem or need)
- Outputs (e.g., tangible products resulting from activities)
- Outcomes (e.g., positive consequences of the intervention, program or service for clients) that may be defined as short-term, intermediate, and long-term

Evaluation plan (30 pts)  Part 1 due March 12
Part 2 due April 2
This assignment aims to provide students with research methods and analytic skills as well as professional writing skills needed to plan and design evaluations in social work. Each student will prepare an evaluation plan. Guidelines will be distributed and reviewed in class.

Final exam (25 pts)  April 16
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. Students are allowed to bring one 8.5 by 11 inch piece of paper with notes on it.
Class schedule and topic outline

Week 1, January 8  Introductions, course overview, evaluation basics

Readings:
NASW Code of Ethics, section 5.02 Research and Evaluation.

Week 2, January 15  Participatory evaluation, client engagement, cultural competence

Guest Lecturer: Allison Sponseller, MSW, MUP, Evaluator, Curtis Center Program Evaluation Group

Readings:
In Royse: Chapter 1 (pp. 1-22), pp. 99-100, pp. 332-334
AEA statement on cultural competence, pp. 1-10

Week 3, January 22  Ethics, logic models

Readings:
In Royse: pp. 108-11, Chapter 2 (pp. 34-54)
W. K. Kellogg Foundation Logic Model Development Guide, Chapters 1-2, (pp. 1-26)

Week 4, January 29  Needs assessment, evaluation questions and planning

Readings:
In Royse: Chapter 3 (pp. 55-82)
Capacity 4 Health. *Developing an evaluation plan*. 1-5.

Additional Resource:
https://ssw.umich.edu/my-ssw/msw-forms/modules Evaluation Questions Module

Week 5, February 5  Qualitative and mixed methods

Readings:
In Royse: Chapter 4 (pp. 83-107)

Additional Resource:
https://ssw.umich.edu/my-ssw/msw-forms/modules Data Collection Methods Module
Week 6, February 12  Formative and process evaluation, customer satisfaction

Readings:
In Royse: Chapter 5 (pp. 112-137), Chapter 7 (pp. 175-193)

Additional Resource:
https://ssw.umich.edu/my-ssw/msw-forms/modules Evaluation Types Module

Week 7, February 19  Sampling, research design

Guest Lecturer: Michael Spencer, PhD, Professor of Social Work
Readings:
In Royse: Chapter 8 and 9 (pp. 194-242)

Additional Resource:
https://ssw.umich.edu/my-ssw/msw-forms/modules Evaluation Design & Sampling Methods Modules

Week 8, February 26  Measurement tools and strategies

Readings:
In Royse: Chapter 11 (pp. 271-300)

Additional Resource:
https://ssw.umich.edu/my-ssw/msw-forms/modules Data Collection Methods Module

Week 9, March 12  Data analysis and statistics, SPSS

Readings:
In Royse: Chapter 14 (pp. 341-372)

Additional Resource:
https://ssw.umich.edu/my-ssw/msw-forms/modules Statistical Tests Module

Week 10, March 19  Evaluation plan consultations
Week 11, March 26  Data interpretation and report writing

Readings:
In Royse: Chapter 15 (pp. 373-391)
Casey Family Programs. (2014). The potential for cost savings from home visiting due to reductions in child maltreatment (Policy brief), 3-9.

Week 12, April 2  Building agency capacity, working with agencies, pragmatic issues

Guest Lecturer: Andrew Grogan-Kaylor, PhD, Associate Professor of Social Work

Readings:
In Royse: Chapter 13 (pp. 317-331)

Week 13, April 9  Cost effectiveness and analysis, exam review

Readings:
In Royse: Chapter 10 (pp. 255-270)

Week 14, April 16  Exam