



Fall 2015

Course Title: Evaluation in Social Work

Course Number: SW683 003 (Wed 5 – 8pm)

Location: SW B684

Credits: 3 credits

Pre-req: SW522 or permission of instructor

Faculty Contact Information

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Office Hours: Thursday 4.30-5.30 and by appointment

SSW Office: 2794

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

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], relationship status, national origin, race, religion or spirituality and 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).

Course Design

The instructor will select required/recommended readings and videos or webinars. Multiple pedagogical methods will be used to promote students' understanding of the course materials including, lectures, participatory discussions, small-group work, experiential exercises, student presentations and a variety of assignments (oral, written, presentations and class participation). Guest speakers may be invited to address special topics.

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. Students are expected to participate in lectures, project group meetings, and project consultation appointments with the instructor. Attendance is strongly encouraged. A student who fails to attend class regularly will lose 5 grade points. Index cards will be distributed at the beginning of each class. The purposes of these cards are: a) provide you with the opportunity to ask questions or request clarification; b) give feedback on the class; and c) let me know that you are in attendance.

4. Deadline Expectations. Project assignment due dates are listed in the below. Assignments submitted 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 points earned will be translated into letter grades according to the following formula:

A+ 97-100 B+ 87-90 C+ 77-80 D <60 (no credit)

A 94-96 B 84-86 C 74-76

A- 91-93 B- 81-83 C- 70-73

"A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit.

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 Discussion section on CTools that are relevant for the entire class. The instructor will respond regularly to chat room questions and contribute to chat room discussions.

8. Scholarly writing: If knowledge of social work advances through “principled argument” and critique, it is imperative that our written work be as clear as possible. You will be asked to demonstrate proper grammar and spelling. Take advantage of excellent writing resources at UM. The UM SSW has writing support. Also check out the Sweetland Center for Writing. <http://www.lsa.umich.edu/sweetland>. Another good resource is the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other writing resources online (e.g., <http://apastyle.apa.org/> and <http://grammar.ccc.commnet.edu/grammar/>). I also find it useful to consult writing manuals to keep from falling into bad habits. The following are highly recommended:

- Becker, H. (1986) Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article. Chicago: University of Chicago Press.
- Cook, CK. (1985) Line by Line: How to Improve Your Own Writing. Boston: Houghton Mifflin.
- Strunk, W and White E. (1979) The Elements of Style. New York: Macmillan.
- Booth WC, Colomb, GG and Williams JM. (1995) The Craft of Research. Chicago: University of Chicago Press.

9. Academic integrity: Here are some obligatory words about plagiarism: any instances will be dealt with harshly. If you are unsure how to reference or quote sources, refer to resources such as the following web site: http://owl.english.purdue.edu/handouts/research/r_plagiar.html. Please consult the Standard Practice Guide 303.03 and the U-M College of Literature, Science and the Arts definitions for cheating and plagiarism.

TEXTS

Required

Royce, D., Thyer, B., and Padgett, D. (2016) *Program Evaluation: An Introduction to an Evidence-Based Approach* (Sixth Edition). Wadsworth Cengage Learning: United States.

Other Text Resources (available at the Graduate Library)

Evaluation Web-modules <https://ssw.umich.edu/my-ssw/msw-forms/modules>

Wholey, J.S., Hatry, H.P. & Newcomer, K.E. *Handbook of Practical Program Evaluation* (First Edition/1994, Second Edition/2004) San Francisco: Jossey-Bass.

Dudley, J.R. (2009) *Social Work Evaluation: Enhancing What We Do*. Chicago: Lyceum Books, Inc.

Ginnell, R.M., Gabor, P.A., & Unrau, Y.A. (2012). *Program Evaluation for Social Workers* (Sixth Edition). New York: Oxford University Press.

Patton, M.Q. (1997) *Utilization-Focused Evaluation* (Third Edition) Thousand Oaks, CA: Sage Publications.

Rosenthal, J. (2012) *Statistics and Data Interpretation for Social Work*, Springer Publishing Company: New York

Weiss, C.H. (1998) *Evaluation* (Second Edition). Englewood Cliffs, NJ: Prentice Hall.

ASSIGNMENTS. Rubrics will be reviewed for each assignment in class with students.

	Summary of Assignments	Points	Due
1	Weekly Comments on the Readings	10	Day before class by noon
2	Lead Collaborative Group Discussion	10	Questions due the day before class by 11:55 pm
3	Logic Model	10	Oct. 14 by 11:55 pm
4	Evaluation Proposal Part I	20	Nov. 4 by 11:55 pm
5	Evaluation Presentation	10	Dec. 9 in class; powerpoint due by 11:55 pm
6	Evaluation Proposal Part II	40	Dec. 11 by 11:55 pm
	TOTAL	100	

1. Weekly Comments on the Readings (10 points)

beginning the 2nd week of class

DUE via CTools Forums by noon the day before class

- Rationale: The critiques of the weekly readings are intended to: 1) assist you in developing your skills in communicating clearly, concisely, and effectively; 2) enhance your professional development; 3) provide technical skills in formal methods for critiquing the literature; and 4) allow you to demonstrate that you have mastered the material.
- Logistics: You only need to post comments on 10 weeks of readings, even though there are 11 weeks of readings (1 point/week). Choose any 10 out of the 11 weeks that have readings. Upload your comments to CTools/Forums by noon on the day before class. Do not use attachments as they are cumbersome in CTools. Follow the procedure in the handout on Assignment #1 Weekly Comments on the Readings. Late posts receive no credit because reading and commenting on the readings is part of the preparation for each class. Please post even if you can't be in class.
- Length: Maximum 150 words. About 3 to 5 sentences.
- Criteria: Do not summarize the article or part of it. Discuss your ideas about how the information can be used to improve programs, policies and evaluation. The post should discuss your unique impression of the reading, though you are also invited to extend ideas presented in other students' posts. What questions are left unanswered? How might this reading inform what you do in your placement and future social work career? What new evaluation knowledge and skills, if any, did you acquire as a result of these readings? What challenges might you face in applying what you learned from this reading in your placement or future social work career?

2. Collaborative Group Discussions (10 points)

Generating questions and leading discussions

Discussion questions DUE via email to the instructor by 11:55 p.m. the day before class

(sinkewic@umich.edu - subject line SW683 discussion questions).

- Rationale: This assignment aims to enhance students' knowledge base and communication skills in evaluating social work practice.
- Logistics: Two or more students, working as a team, will generate 2-3 questions on the weekly readings, including articles and textbook chapters. Students will use these questions to facilitate in-class small group discussions. They will submit these questions via email to the instructor prior to the day of class. Students will sign up for their topic/session of interest on the first day of class. For

helpful textbook resources in generating discussion questions, refer to “Questions for Class Discussion” found at the end of each chapter in the textbook by Royse et al. 6th edition.

- Dates: Class discussions led by student facilitators occur on these dates: Sept. 23 and 30; Oct. 7, 14, 21, 28; and Nov. 18.

3. Conceptualization of Evaluation Plan Using Logic Modeling (10 points)

DUE via CTools Assignments on October 14, 11:55 p.m.

- Rationale: This assignment aims to enhance students’ analytical skills in planning and designing evaluations in social work.
- Refer to handoutout Assignment 3 Logic Model.

4. Evaluation Proposal: Part 1 (20 points)

DUE via CTools Assignments on November 4, 11:55 p.m.

- Rationale: 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 worth 60 points total and written in two parts (20 points for Part 1).
- Refer to handoutout Assignment 4 Evaluation Proposal Part 1.

5. Presentation of the Evaluation Proposal (10 points)

In-class presentation on Dec. 9.

Presentation document DUE via CTools Assignments on December 9, 11:55 p.m.

- Rationale: This assignment aims to enhance students’ communication, presentation, and technical skills in the dissemination process when planning and designing social work evaluations.
- Logistics: Students will present their evaluation proposal in class on December 9th, 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 evaluation.
- Refer to handout on Assignment 5 Evaluation Presentation.

6. Evaluation Proposal: Part 2 (40 points)

DUE via CTools Assignments on December 11, 11:55 p.m.

- Rationale: 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 6 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).
- Refer to handout on Assignment 6 Evaluation Proposal Part 2.

PRELIMINARY CLASS SCHEDULE

1. Sept. 16 **Topic: Overview**

- Introductions, student expectations for the course
- Syllabus review, CTools orientation
- Evaluation basics
- Evaluation case: New Deal Resettlement Community Program

Readings: none

2. Sept. 23 **Topic: Planning and conceptualizing evaluations: I**

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 1 Introduction. Pp. 1-40. Chapter 5, Mission statements, goals, and objectives. Pp. 138-143.
- Resource for Logic Model Development: W.K. Kellogg Foundation Logic Model Development Guide. Chapters 1 and 2. Pp. 1-26.
- Salamon, L. (1979). The time element in policy evaluation. *Public Policy*, 129-183.

Activities

- Small group discussion facilitated by students using questions based on weekly readings.
- Students will begin developing a logic model for planning and conceptualizing their evaluation proposal.

- Guest speaker: Betsy Williams – scientific writing, literature reviews, etc.

3. Sept. 30 **Topic: Planning and conceptualizing evaluations: II**

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 4, Qualitative and Mixed Methods. Pp. 93-117.
- Resource for Logic Model Development: W.K. Kellogg Foundation Logic Model Development Guide. Chapters 3 and 4. Pp. 27-48.
- Glasgow, R.E., Vogt, T.M., & Boles, S.M. (1999). Evaluating the public health impact of health promotion interventions: The RE-AIM Framework. *American Journal of Public Health*, 89(9), 1322-1327.
- Guinta, N., & Thomas, M.L. (2015). Integrating assessment and evaluation into partnership initiatives: Lessons from the community partnerships for older adults. *Journal of Applied Gerontology*, 34(5), 609-632.

Activities

- Small group discussions facilitated by students using questions based on weekly readings.

4. Oct. 7 Topic: Needs Assessment

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 3, Needs assessment. Pp. 65-87.
- Orel, N.A. (2004). Gay, lesbian, and bisexual elders: Expressed needs and concerns across focus groups. (2004). *Journal of Gerontological Social Work*, 43(2/3), 57-77.
- Werner, S. (2012). Needs assessment of individuals with serious mental illness: Can it help in promoting recovery? *Community Mental Health Journal*, (48), 568-573.
- West, A.E., Williams, E., Suzukovich, E., Strangeman, K., & Novins, D. A mental health needs assessment of urban American Indian youth and families. *American J Community Psychology*, 49, 441-453.

Activities

- Small group discussion facilitated by students using questions based on weekly readings.
- In small groups, students will conceptualize and specify a needs assessment.

5. Oct. 14 Topic: Measurement Tools and Data Collection

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 11. Measurement tools and strategies. Pp. 301-327. Skim Chapter 12. Selecting the Best Evaluation Measure for your Project. Pp. 332-347.
- Phelan J., Sinkewicz M., Castille D., Huz S., & Link B. (2010). Effectiveness and Outcomes of Assisted Outpatient Treatment in New York State. *Psychiatric Services* 61(2), Pp. 137-32.

Activities

- Small group discussion facilitated by students using questions based on weekly readings (45 min).
- In small groups, students will perform a critique of two measurement tools used by two different health providers to evaluate client services: (1) The Critical Care Client Satisfaction Survey and (2) the Clinician Survey. They will suggest ways for improving the reliability and content validity of the items in each survey (60 min).

*** **Assignment #3: Logic Model due on this date.** ***

6. Oct. 21 Topic: Sampling

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 8, Sampling. Pp. 212-225.
- www.youtube.com: Sampling Methods, Stratified Sampling, Systematic Sampling
- Arean, P. et al. (2003). Recruitment and retention of older minorities in mental health services research. In *The science of Inclusion. Recruiting and retaining racial and ethnic elders in health research*. L. Curry & J. Jackson (Eds), pp. 17-25. Washington, DC: The Gerontological Society of America.
- Chadiha, L.A., Washington, O.G.M., Lichtenberg, P.A., Green, C., Daniels, K., & Jackson, J.S. (2011). Building a registry of research volunteers among older urban African Americans: Recruitment processes and outcomes from a community-based research partnership. *The Gerontologist*, 51(S1), S106-S115.

Activities

- Small group discussion facilitated by students using questions based on weekly readings.
- Small group exercise using a Focus Group approach to develop strategies for finding and retaining hard-to-reach populations in service programs.

7. Oct. 28 Topic: Formative and Process Evaluations

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 5, Formative and Process Evaluations. Pp. 122-151.
- Baranowski, T., & Stables, G. (2000). Process evaluations of the 5-a-Day projects. *Health Education & Behavior*, 27(2), 157-166.
- Higgins, D.L., et al. (1996). Using formative research to lay the foundation for community level HIV prevention efforts: An example from the AIDS Community Demonstration Projects. *Public Health Reports*, 111, 28-35.
- Williams, J. H., Belle, G. A., Houston, C., Haire-Joshu, D, & Auslander, W. F. (2001). Process evaluation methods of a peer-delivered health promotion program for African American women. *Health Promotion Practice*, 2(2), 135-142.

Activities

- Small group discussion facilitated by students using questions based on weekly readings.
- In small groups, students will conceptualize and specify a process evaluation.

8. Nov. 4 Topic: Participatory Evaluation

1st Half of Class:

YouTubeVideo:Gramya: ParticipatoryMonitoring and Evaluation (PME) in UDWDP

The film shares 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.

2nd Half of Class

Guest Presenter Jess Gilbert, Ph.D., Professor Emeritus University of Wisconsin

Topic: Using a case study from his research, Professor Gilbert will address issues of participatory research and evaluation.

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 5, Process Evaluation Program Monitoring. Pp. 136-137.
- Weaver, H.N. (1997). The challenges of research in Native American communities: Incorporating principles of cultural competence. *Journal of Social Service Research*, 23(2), 1-15.

Activities

- Small group reflections

***** Assignment #4: Evaluation Proposal Part I due on this date. *****

9. Nov. 11 Topic: Statistics and Quantitative Data Analyses

Students will have an opportunity to conduct hands-on statistical analyses and learn how to interpret statistical findings in the context of evaluating a program, service and/or intervention. Students will be able to receive feedback about selecting the appropriate statistical technique for addressing their question(s), goal(s), and objective(s) in their evaluation proposal.

Readings

- Mincy R., Hill J. and Sinkewicz M. (2009). Marriage: Cause or Mere Indicator of Future Earnings Growth? *Journal of Policy Analysis and Management* 28(3), 417-39..

Activities

- Student-led consultations: Each project will be discussed. The consultation will give students an opportunity to present the status of the project, accomplishments, and challenges. The class will have an opportunity to ask questions and provide consultation.

10. Nov. 18 Topic: Conceptualizing and Specifying Outcome Evaluations

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 9, Group Research Designs. Pp. 227-276.
- Dworsky, A. (2013). The economic well-being of lesbian, gay, and bisexual youth transitioning out of foster care. *OPRE Report #2012-41*, Washington DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Mathematica Policy Research Issue Brief.
- Ssewamala, F.M., Han, C-K., Neilands, T.B., Ismayilova, L., & Sperber, E. (2010). Effect of economic assets on sexual risk-taking intentions among orphaned adolescents in Uganda. *American Journal of Public Health, 100(3)*, 483-488.
- Zacharia, S., Taylor, E.L., Hofford, CW., Brittain, D.R., & Branscum, P.W. (2015). The effect of an 8-week Tai Chi exercise program on physical functional performance in middle-aged women. *Journal of Applied Gerontology, 34(5)*, 573-589.

Activities

- Small group discussion facilitated by students using questions based on weekly readings.
- In small groups, students will complete exercises that aim to increase understanding threats to internal validity using a group design approach.

***** ENJOY A PEACEFUL AND SAFE HOLIDAY BREAK *****

11. Dec. 2 Topic: Cost Effectiveness, Cost Analysis and Impact

Readings

- Royse, D., Thyer, B.A., & Padgett, D.K. Chapter 10, Cost-effectiveness and cost analysis Designs. Pp. 283-298.
- Bosman, J. (July 28, 2009). "City Aids Homeless with One-Way Tickets Home." Follow this link or copy it into your browser:
http://www.nytimes.com/2009/07/29/nyregion/29oneway.html?_r=0
- Heckman, J. J. (September 14, 2013). Lifelines for poor children. *The New York Times Opinionator*.
- Zaveri, H., & Burwick, A., Maher, E. (March, 2014). The potential for cost savings from home visiting due to reductions in child maltreatment. *Mathematica*

Activities

- There will be class time to discuss the final assignments including the presentation and proposal parts 1 and 2.
- Guest speaker: Rob Pettigrew – data visualization

12. Dec. 9 Topic: Presentations: Assignment #5

Students will present their evaluations, Assignment #5. The evaluation document is due via CTools Assignments by 11:55 p.m. on Dec. 9. The instructor will provide pizza and drinks for this session.

******* A Reminder: Assignment #6 due on December 11. *******

The final submission date for both Part 2 and Part 1 (with or without revisions) of your evaluation proposal is 11:55 p.m. on December 11 via CTools Assignment. 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.