SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

COURSE TITLE:	**Evaluation in Social Work**
COURSE NUMBER:	683 (Fall 2015, Section 008 Class #25347)
TIME & PLACE	Friday 2:00-5:00pm, Room B770, School Social Work Building
CREDIT HOURS:	3
PREREQUISITES:	SW 522 or permission of instructor
INSTRUCTOR:	Janet Ray, LMSW, LEO Intermittent Lecturer II
CONTACT DETAILS:	SSWB - Rm 2766
	E-mail: jlray@umich.edu
	Phone: 313 320-4850
OFFICE HOURS:	Friday: 1-2:00pm or by appointment

This course syllabus was developed through a collaborative effort of instructors:
Letha Chadiha, Julie Cushman, Roxanna Duntley-Matos, Jorge Delva, Maureen Okasinski, Sue Savas, Joe Sean, and Daphne Watkins.

COURSE STATEMENT

This course statement was approved by Governing Faculty on Nov. 8, 2006.

1. Course Description

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

2. Course Content

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

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

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 3 to 5 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 Canvas 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 is 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.

6. 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 towards 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. Additionally, this course will emphasize the relationship between the NASW Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, and 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 University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at:
www.provost.umich.edu/calendar/religious_holidays.html

2. 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. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

3. Attendance

The School of Social Work attendance policy can be found in the Student Guide. Attendance will be recorded in this course. At least one student per group is expected to visit their clients at least twice during the semester.

4. 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. Exceptions will need prior permission of the instructor.

5. 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. Course points are not rounded to the whole number at the end of the term. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

A+	97-100	B+	87-90	C+ 77-80	D <69 (no credit)
A	94-96	B	84-86	C 74-76	
A-	91–93	B-	81-83	C- 70-73	

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.

ASSIGNMENTS

Groups of 2 to 4 students complete 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 is approved by this 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, write an evaluation plan, collect & analysis data, and write an evaluation report. One person from the team is assigned to be the client liaison and therefore, communications from the team will generally go through the liaison person. If possible, all team members should participate in formal client meetings and result presentations. Within the team, each person will take the lead for one major component of the project. This 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 in Canvas assignments **before** class begins each week. 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 Canvas details the scoring for these assignments. Make sure to review these prior to creating the work plan to better understand the scope of each assignment.

Time is allotted during each classroom session 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 points per visit – 10 points total)
Each student project 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. These documents will be submitted in Canvas assignments. 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 points)
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 obtaining from the client written material that describes the program and specifically a logic model. If the client has an existing logic model, critique 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 and short and long term outcomes. The logic model will be formatted on one page using concise "SMART" language.

Separately, the team will conduct a brief literature review (single-spaced at 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 points)
Student teams will design a 10-12 page singled-spaced 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 listing of the evaluation articles that were used to inform the evaluation plan. Students are supported through the grading rubric displayed in the Canvas assignment aids folder that details the components by section headers.

R4. Data Collection Tool (10 points)
Part one of devising a data collection tool is to cull the professional literature and internet search engines for standardized evaluation tools that have been used for similar programs. Students will report on search results using a matrix table with results that includes the standardized test name, primary author, what the tool measures, which populations have used this tool, the validity and reliability score 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, focus group script or observation tool for their project in accordance with the project evaluation plan and informed by the literature. <u>All customized, student-created instruments must be approved by professor prior to use in the field.</u>

R5. Data entry and analysis (15 points)
Students will enter data in either Excel or SPSS in order to perform statistical analyses. The data will be analyzed using descriptive statistics, frequencies, and mandatory bi-variate analyses. Outputs will be generated to answer key evaluation questions. The appropriate statistical test will be conducted with an interpretative narrative of the results including statistical significance and probability score. Visual representation of key findings should be included using charts and graphs with clear labels on the Y and X axis and a chart title. A narrative interpretation will also explain the findings, charts and statistical significance. Data analysis can also be conducted on data previously collected by the client agency. A draft will be submitted to receive support and feedback. The final version will be included in the evaluation report in the findings section and therefore does not need to be submitted separately.

6. Dissemination: Evaluation Report (15 points)
REPORT FORMAT - Students will use statistical output results to write a 15 page single-spaced evaluation report for client agency stakeholders. The report should adhere to the grading rubric outlined with sub headers. The report should include a 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, participant description, findings, discussion, explanation of findings, limitation of the evaluation and an appendix that includes the evaluation instrument and qualitative data tables. A graphically appealing professional layout and use of callout text boxes are encouraged.

OR

POWERPOINT FORMAT - Students will development a PowerPoint presentation that includes a professional 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, data collection procedure, instrumentation description, participant description, findings, discussion, explanation of findings and evaluation limitations.

Students are required to include visual aids such as graphs, charts and key quotes for qualitative data themes in callout text boxes to highlight key findings. Findings also should include bivariate analysis as well as the results of any statistical tests, explanation of statistical significance and resulting probability scores.

R7. Presentation of Project to the Class (5%)
Students will present their project process, deliverables, key findings using statistics and charts and evaluation lessons learned using PowerPoint slides. The 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 Canvas 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 assignment submission. A non-graded, mid-course check will occur as well as a graded, final individual effort evaluation.

R9. Class Participation (ongoing – 20%)
Students are expected to attend every class session; come on time; complete the required out of Class Learning: Readings, Film, Internet Podcasts; and participate in class discussions and exercises.

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. 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. If you are unable to attend a session, please communicate with me in advance. Class handouts will be posted on Canvas in the class handout folder.

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 of examples from your own experiences (e.g. field placement and others), current events, or literature related to course topics; each week, a case study will be presented with an accompanying one-page handout that each student will fill out that includes 1) agency/clients/evaluation questions, 2) type of evaluation and methods used, 3) how the evaluation study addresses four curricular themes (see syllabus section 5 for description, 4) limitations, 5) key findings, 7) 3-5 points the student found particularly interesting, 8) 2-3 questions to further explore in discussion, and 9) evaluation design selection.

ASSIGNMENT SUBMISSION SCHEDULE

Assignment Part	Due Date	Course Points
R1 – Client Engagement – 1st meeting minutes and group work plan (2nd meeting minutes submission depends on client needs)	Oct 2	5
R2 – Program Specification and Logic Model	Oct 16	10
R3 – Evaluation Plan	Oct 23 - Draft Nov 13 - Final	10
R4 – Data Collection Tool	Oct 30	10
R5 – Data Entry & Analysis Draft	Nov 20	
R1 – 2nd meeting minutes R6 – Dissemination: Evaluation Report Draft	Dec 4	5
R5 – Data Entry & Analysis Final (included in final report) R6 – Evaluation Report Final R7 – Presentation of Project to the Class	Dec 11	15 15 5
R8 – Group Process Reflection and Individual Effort	Dec 11	5

R9 – Class Participation and learning modules
    PEERRS Certificate
    Evaluation Question
    Evaluation Design
    Evaluation Rigor
    Data Collection
    Sampling Methods
    Statistical Test Selection
	Ongoing
	Sept 25
	Sept 25
	Oct 2
	Oct 9
	Oct 16
	Oct 23
	Nov 6
		20

Assignment submission dates may vary based on the client's needs. If a group needs to deviate from the submission schedule above, prior approval is required by the instructor. Any re-submitted assignments should highlight changes made in yellow.

COURSE TEXT MATERIAL

REQUIRED
Royce, D., Thyer, B., and Padgett, D. (2010) Program Evaluation: An Introduction (Fifth Edition) Wadsworth Cengage Learning: United States.

OTHER TEXT RESOURCES *(available at the Graduate Library)*
Rosenthal, J. (2012) Statistics and Data Interpretation for Social Work, Springer Publishing Company: New York

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

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

Pecora, P.J., Seelig, W.R., Zirps, F. A., & Davis, S.M. (Ed) (1996) Quality Improvement and Evaluation in Child and Family Services: Managing into the Next Century. Washington, DC: CWLA Press.

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

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

SESSIONS, LEARNING TOPICS, & READINGS

All readings are available in the course Canvas site in the RESOURCE folder.

Session 1, Sept 18

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, evaluation standards and ethics

Class Activity/Demonstration: Syllabus Review, Ethics, Evaluation Question, Variable types and Levels of Measurement, 4 levels of training reaction, Client Engagement and Meeting Minutes. Personal and class indicators for a time series.

Case Study: Intersection Project Instrument/Survey, Clean Water for the World

Assignment Due: None

Required Out of Class Learning: Required Readings/Videos/Webinars

- Royse Chapter 1: Introduction

- Liket, K. C., Rey-Garcia, M., & Maas, K. E. H. (2014). Why aren't evaluations working and what to do about it: A framework for negotiating meaningful evaluation in nonprofits. American Journal of Evaluation, 35(2), 171-188.

- NASW Code of Ethics, Evaluation-relevant standards.

- Evaluating Training Programs: 4 levels by Donald Kirkpatrick retrieved May 7, 2013 at http://www.mindtools.com/pages/article/kirkpatrick.htm

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Session 2, Sept 25

Topics: Needs assessment, evaluation planning

Class Activity/ Demonstration: *Needs* assessment, Review of Detroit Parent Network Logic model and Detroit Public Schools Needs Assessment, form project teams, review work plan, meeting minutes templates and grading rubric, review evaluation plan menu check list and strategies for engaging/working with client agencies, discussion on ethics and review of responsible research. Develop hypothesis statement and evaluation question.

Case Studies 1. PEERS Certification and 2. Collier Article

Assignment Due: R9- PEERS Certificate and R9- Evaluation Question Module Certificate

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Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 2: Ethical Issues in Program Evaluation

- Royse Chapters 3: Needs Assessment

- Collier, A. F., Munger, M., Moua, Y. K. (2012). Hmong mental health needs assessment: A community-based partnership in a small mid-western community. American Journal of Community Psychology, 49, 73-86.

- Self-Paced Learning Module:https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/

- University of Michigan's Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at http://my.research.umich.edu/peerrs/ (retrieved July 12, 2012) – PI Conflict of Interest and Human Subjects only.

Session 3, Oct 2

Topics: Logic model development as it relates to an organization's mission, programmatic goals / objectives and expected outcomes. Program theory of change, process evaluations

Class Activity/Demonstration: Use of SMART language to critique and develop a logic model. Process implementation drivers.

Case Study: Olvera Article

Assignment Due: R1- First Meeting Minutes and work plan & R9- Evaluation Design Module

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Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation

- Royse Chapter 5: Formative and Process Evaluation

- Rey, Linda (2012) Logic Analysis: Testing Program Theory to Better Evaluate Complex Interventions. The Canadian Journal of Program Evaluation Vol. 26 No. 3 Pages 61–89

- Webinar: Using Logic Models for Evaluation Planning, Capacity for Health, and Shared Action (retrieved on August, 30, 2013) at www.sharedaction.org/webinars/Logic%20Models2012/lib/playback.html

- W.K. Kellogg Evaluation Handbook at www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf (pages 41-49)

- Olvera, N. N., Knox, B., Scherer, R., Maldonado, G., Sharma, S. V., Alastuey, L., & Bush, J. A. (2008). A healthy lifestyle program for Latino daughters and mothers: The BOUNCE overview and process evaluation. American Journal of Health Education, 39, 283-295.

- Blasé, K., van Dyke, M., and Fixsen, D. (2015) Implementation Drivers: Assessing Best Practices, National Implementation Research Network.

- Self-Paced Learning Module: https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/

Session 4, Oct 9

Topic: Outcome design types: pre-experimental, quasi-experimental and experimental

Class Activity/Demonstration: Notation of single system and group system designs, representation of results through graphing. Evaluation plan budgets. Review of evaluation plan grading rubric.

Guest Speaker: Sara Placht Elliott, Skillman Youth Development Resource Center. 3:30pm

Case Study: Flynn or Campbell Article

Assignment Due: R9- Evaluation Rigor Module

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 6: Single System Research Designs

- Royse Chapter 9: Group Designs

- Flynn, R. (2005) randomized and quasi experimental evaluation of program impact in child welfare in Canada: a review. The Canadian Journal of Program Evaluation Vol. 20 No. 3 Pages 65–100.

- Campbell, R., Patterson, D., & Bybee, D. (2011). Using mixed methods to evaluate a community intervention for sexual assault survivors: A methodological tale. Violence Against Women, 17(3), 376-388.

- Formative Assessment Webinar with Case study HIV+ Capacity for Health Webinar www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu

- Self-Paced Learning Module: https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/

Session 5, Oct 16

Topics: Measures that Fit the Need, Effective Outreach and Participation Incentives

Class Activity/ Demonstration: How to research standardized tools. Types of incentives that are effective in increasing client participation in evaluation studies.

Case Study: Taylor-Powell or Stirpe Article

Assignment Due: R2- Program Specification and Logic Model & R9- Data Collection module

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Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 11: Measurement Tools and Strategies

- Royse Chapter 12: Illustrations of Instruments

- Early, T. (2001) Measures for Practice with Families from a Strengths Perspective. *Families in Society*, 82(3), 225-232.

- Taylor-Powell, E. and Steele, S. (1996) Collecting Evaluation Data: An Overview of Sources and Methods. University of Wisconsin – Extension.

- Stirpe, T., Wilson, R., and Long, C. (2001). Goal Attainment Scaling with Sexual Offenders: A Measure of Clinical Impact at Post-treatment and at Community Follow-up, *Sexual Abuse: A Journal of Research and Treatment*, 13(2), 65-77.

- Afterschool Youth Outcomes Inventory. (September 2010) Partnership for After School Education. New York, NY.

- Standardized Instrument Search at http://guides.lib.umich.edu/tests OR http://www.eric.ed.gov/

- Self-Paced Learning Module: https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/

Session 6, Oct 23

Topics: Understand the importance of customer/client satisfaction and in relativity of satisfaction scores. Evaluation Planning and Client Satisfaction.

Probable and non-probable sampling designs. Calculating sample sizes using sample size calculators. Understanding confidence levels and margin of errors.

Class Activity/ Demonstration: Conduct a satisfaction survey. Interpret results based on comparison studies. Calculate Sample sizes. Understand the key components of an evaluation plan. Review evaluation plan menu and grading rubric. Mid-course evaluation (course and individual effort in group projects)

Case Study: Garofalo Article and Hsieh Article

Assignment Due: R3- Evaluation Plan Draft and R9- Sampling Methods module

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Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 7: Client Satisfaction

- Royse Chapter 8: Sampling

- World Health Organization: Client Satisfaction Evaluations 2000, workbook 6, page 1-38.

- Hsieh, C. (2006). Using client satisfaction to improve case management services for the elderly. Research on Social Work Practice, 16(6), 605-612.

- Olsen, L., & DeBoise, T. (2007). Enhancing school readiness: The early head start model. Children & Schools, 29(1), 47-50.

- Garofalo, R., et al., (2012). Life skills: Evaluation of a theory-driven behavioral HIV prevention intervention for young transgender women. Journal of Urban Health, 89, 419-431.

- Gardner, F. (2000) Design Evaluations: Illuminating Social Work Practice for Better Outcomes. *Social Work*. 45(2), 176-183.

- Webinar: Developing an Evaluation Plan, Capacity for Health (Retrieved on September 11, 2015) at http://library.capacity4health.org/category/topics/monitoring-and-evaluation-me/evaluation-planning/evaluation-plans/developing-evaluat

- Letiecq, B. and Schmalzbauer, L., (2012) Community-based participatory research with Mexican migrants in a new rural destination: A good fit? Action Research 10(3) 244–259.

- Self-Paced Learning Module: https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/

- 360 degree feedback individual performance at www.custominsight.com/360-degree-feedback/360surveyTour2.asp

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Session 7, Oct 30

Topics: Quality assurance, treatment fidelity, manual adherence, program drift, role of politics in evaluation

Class Activity/ Demonstration: 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.

Guest Speaker: Jodi Neale, Performance Management Specialist, David P. Weikart Center for Youth Program Quality (3:30pm)

Case Study: Rubin Article

Assignment Due: R4- Data Collection Tool

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 13: Pragmatic Issues

- Clark, H. M., Galano, M. M., Grogan-Kaylor, A., Montalvo-Liendo, N., & Graham-Bermann, S. A. (2014). Ethno racial variation in women's exposure to intimate partner violence. Journal of Interpersonal Violence, 1- 22

- Harrison, L. (2012). Using agency-wide dashboards for data monitoring and data mining: The Solano County health and social services department. Journal of Evidence-Based Social Work, 9(1-2), 160-173.

- Winship, K. (2012) Using Evidence-Based Accreditation Standards to Promote Continuous Quality Improvement: The Experiences of the San Mateo County Human Services Agency Journal of Evidence-Based Social Work, 9(1-2), 65-86.

Session 8, Nov 6 - BRING LAPTOP TO CLASS (PC ONLY)

<u>Guest Lecturer:</u> **Maureen Okasinski**

<u>Topics:</u> Database design, data entry, data cleaning, analysis plans, descriptive and bi-variate statistics

<u>Class Activity/ Demonstration:</u> Data entry and statistical testing using Excel and SPSS; Introduction to Data Analysis

<u>Case Study:</u> Webinar

<u>Assignment Due</u>: R9- Statistical Test Selection module

Required Out of Class Learning: Required Reading/Videos/Webinars

- Kimberly A. Calderwood (2012) Teaching Inferential Statistics to Social Work Students: A Decision-making Flow Chart. Journal of Teaching in Social Work, 32:2, 133-147.

- Taylor-Powell, E. (2003) Analyzing Qualitative Data. University of Wisconsin Cooperative extension, Program Development and Evaluation.

- Leech, N. and Houstan, S. (2007) An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation. School Psychology Quarterly 22:4, 557–584.

- How to use Excel for data analysis webinar (retrieved on June 25, 2011) at http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu (58 minutes)

- Data Entry Tutorial Webinar www.youtube.com/watch?v=41-wE_a1R40 - basic

- Self-Paced Learning Module: https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/

Session 9, Nov 13

<u>Topic:</u> Focus Groups and Semi-Structured Interviewing, Evaluation Budgets, Cost Benefit Analysis

<u>Class Activity/ Demonstration:</u> Role play of focus groups, collection of qualitative data, and importance of interviewing protocol. Cost-effectiveness designs - cost-benefit analysis

<u>Case Study:</u> Dean

<u>Assignment Due</u>: R3- Evaluation Plan Final

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 10: Cost Effectiveness and Cost Analysis

- McQuire, J. (2010) School Climate for Transgender Youth: A Mixed Method Investigation of Student Experiences and School Responses. 39-10 pp 1175-1188.

- Shalhoub-Kevorkian, N. (2006). Negotiating the Present, Historicizing the Future Palestinian Children Speak About the Israeli Separation Wall. American Behavioral Scientist, 49(8), 1101-1124.

- Zarkin, G., Dunlap, L. and Belenko, S. (2005) A Benefit-Cost Analysis of the Kinds County District Attorney's Office Drug Treatment Alternative to Prison (DTAP) Program. *Justice Research and Policy*. 7(1), 1-26.

- Miller, T. (2012) Nurse-Family Partnership Home Visitation: Costs, Outcomes, and Return Investment*.   Pew Center on the State. 1-36.*

- McIntosh, E., Barlow, J., and Davis, H. (2009) Economic evaluation of an intensive home visiting programme for vulnerable families: a cost-effectiveness analysis of a public health intervention. Journal of Public Health 31(3), 423 –433

- Business Promotion: Cost Benefit Analysis of Online Course Evaluations www.youtube.com/watch?v=PMcgFJ0aJkc

- Conducting a Focus Group at www.youtube.com/watch?v=-27WjZVDlbk&list=PLnBqHn7w-NTY3az6vPLa5xn7Ef0bIkFHG

Session 10, Nov 20 - BRING LAPTOP TO CLASS (PC and MAC)

Guest Lecturer: Maureen Okasinski

Topics: Data Analysis and statistical reporting

Class Activity/ Demonstration: Statistical test selection using decision trees. Conducting statistical tests in excel

Case Study: Rogers Article

Assignment Due: R5- Data Entry and Analysis Draft

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 14: Data Analysis

Nov. 27 No Class – Thanksgiving Break

Session 11, Dec 4

Guest Lecturer: Maria Schmieder

Topic: Report writing and presentation of findings

Class Activity / Demonstration: Critiquing of report content and style. Kentucky Treatment Outcome Study and DPS Needs Assessment report located in Canvas will be discussed. Preparation for class and client presentation. Preparation for skills demonstration.

Case Study: Mowbray Article

Assignment Due: R1- 2nd meeting minutes R6- Dissemination Evaluation Report Draft

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Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 15- Report Writing Proposals, Reports and Journal Articles
- Perrin, Burt. (2014) Think positively! And Make a Difference Through Evaluation. Canadian Journal of Program Evaluation. 29 (2),
- Review *evaluation reports in Canvas in professional report folder (Kentucky & DPS)*

Session 12, Dec 11 Exam Week Begins - Course Wrap Up / Skill Demonstration

Topic: Course Wrap up - Collective and Participative Evaluation

Class Activity / Demonstration: Class and client presentation, Course Wrap, Skills Demonstration. Students will 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, R5- data entry and analysis final (included in final report), R7- Class Presentation & R8- Group Process Reflection and Individual Effort

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Required Out of Class Learning: Required Reading/Videos/Webinars

- None - time allocated for assignment

LEO Lecturers' Employee Organization, Local 6244, AFL-CIO