



Spring/Summer 2016

COURSE TITLE:	Evaluation in Social Work
COURSE NUMBER:	SW683
SECTION:	002/ Tuesday 1pm – 5pm
PREREQUISITES:	SW522 or permission of instructor
CREDIT HOURS:	3

Instructor

Sue Ann Savas, MSW, Clinical Faculty

E-mail: ssavas@umich.edu

Office: Curtis Center School of Social Work (lower level)

Phone: (734) 649-6776

Office Hours: Tuesdays, 12pm to 1pm (B660-U) and by appointment

Teaching Assistant

Kara Siedlik

siedlikk@umich.edu

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 how 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:
 - a. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage.
 - b. Specify a program for evaluation and its theory of change.
 - c. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.
 - d. Plan an evaluation of social work practice.
 - 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.
 - f. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes.

4. Course Design

The course instructor will use a hands-on engaged and active learning approach. Multiple pedagogical methods such as mini-lectures, class discussions, web-modules, written assignments, student presentations, in-class exercises, and role plays will be used. Students will access canvas for course-relevant resources, readings and web-modules. By contributing to a county-wide evaluation project with the Blueprint for Aging, students will have a chance to apply their evaluation knowledge and skills.

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 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.

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 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'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).

8. Instructor's Teaching Approach

Adapted from Rosenshine, B., *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012).

- I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.”
- I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions.
- I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate.
- I will provide scaffolds for difficult tasks and notify students of possible errors.
- I will guide student practice through additional explanations, live review of drafts, and small group consultations.
- I will monitor students for understanding by asking specific questions and checking student responses.
- I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course.
- I will note student successes and give students ample opportunity to practice independently.
- I will provide feedback as students begin to practice independently.

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 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.

Attendance

The School of Social Work attendance policy can be found in the Student Guide. Attendance is not included in the grading rubric for this course with the exception of the required data collection sessions. Students are expected to participate in lectures, project group meetings, and project consultation appointments with the instructor.

Deadline Expectations

Assignments due dates are listed in the syllabus. All project assignments must be submitted on paper in class. Assignments submitted more than one week late will be graded down one full grade (points are calculated by assignment). Due date exceptions will need prior permission of the instructor.

Grading System

A 100-point system is used. At the end of the semester, the exam points (maximum of 30 points earned) and the project points earned (maximum of 70 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		

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.

Exam and Assignments

An **exam** will be completed by students at the end of the semester (last lecture) to demonstrate attainment of course objectives and CSWE practice competencies. The exam, modeled after the MSW licensing exam, will be multiple-choice and worth 30% (30 points) of the course grade.

Assignments will be presented in draft form in class to gather feedback from peers and the instructor. The assignment points earned are expected to total a maximum of 70 points (70% of course grade). Assignments will be uploaded to canvas.

Program Specification Using Logic Model (15 points)

This written assignment requires the articulation of a program's theory of change using a one-page logic model. The logic model will include (1) a description of program participants and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected program participant outcomes. Include Reference/Resources (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) used in the development of the logic model.

Program Evaluation Plan (15 points)

Each student will design a two-page Program Evaluation Plan for the program specified in the first assignment. Components of the plan will include (1) the purpose of the evaluation and evaluation approach, (2) type of evaluation components planned and relevant key evaluation questions, (3) evaluation design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design, (4) data collection schedule and narrative of measurement, (5) data analysis plan, and (6) a plan for reporting and utilizing the results.

Data Collection Activity (20 points)

Students will work in small groups to collect for a community based class project with Blueprint for Aging. This will include completing University of Michigan on-line PEERRS certificate in human subject protections, administering surveys to older adults, data entry, and analysis using SPSS. Submit a process note of the data collection experience.

Data Visualization Presentation of Results (20 points)

Each student will analyze Blueprint for Aging 60+ Survey data and prepare graphic results using power point slides and data visualization principles. The students will facilitate a data interpretation session with the community client using the result slides.

Texts

Recommended

Royce, D., Thyer, B., and Padgett, D. (2006) Program Evaluation: An Introduction (Fifth Edition) Wadsworth Cengage Learning: United States.

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

Other Text Resources (available at the Graduate Library)

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

Grinnell, R., Gabor, P., and Unrau, Y (2012) Program Evaluation for Social Workers: Foundations of Evidence-based Programs (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. New York: Springer Publishing Company.

Wholey, J.S., Hatry, H.P. & Newcomer, K.E. (2015), Fourth Edition, Handbook of Practical Program Evaluation (First Edition) San Francisco: Jossey-Bass.

Modules

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

These web-modules were designed to support out-of-class learning and supplement the SW683 readings. You can test your competency and get a certificate for completion. The due dates are listed in the reading section of the syllabus. Relevant Modules: Evaluation Questions, Evaluation Types, Evaluation Design Rigor, Sampling Methods, Data Collection Methods, and Statistical Tests.

- ◆ Click the pages in the table of contents to help you navigate through this module.
- ◆ You can also click portions of the graphics and text and any of the buttons in this module to learn more about each of the concepts.
- ◆ If at any time you wish to stop the audio, press the mute button at the bottom of the screen.
- ◆ There is a competency skills demonstration at the end of the learning material but you can take it at any time you choose. It consists of 6 case studies with questions for you to answer.
- ◆ There are 3 levels of difficulty in terms of understanding the material: beginning, emerging, and mastery.
- ◆ If you are having trouble with the skills demonstration, you can always go back through the module material to refresh your memory and understanding and then retake the skills demonstration.
- ◆ If you require documentation, please print the certificate that is available upon completion of the skills demonstration as evidence that you have mastered these competency skills and completed the module.
- ◆ You **must** be in **Internet Explorer** in order for you to print the graphic page to help you on the competency skills demonstration.

Lectures: Date, Topics, and Readings

Lecture 1, May 10th

INTRODUCTION

Overview of student expectations and programs of interest, program evaluation definitions, evaluation function within social work career paths, role of program evaluators, AEA evaluation guidelines and NASW Code, introduction to community based class project with BFA, anatomy of a program.

To prep for class:

- Royse Chapter 1: Introduction
- Mathie, A. and Greene, J. (1997) Stakeholder Participation in Evaluation: How Important is Diversity? *Evaluation and Program Planning*, 20(3), 279-285. Seminal Article.
- NASW Code of Ethics, Evaluation-relevant standards.
- Joint Committee on Standards for Educational Evaluation (1994) The Program Evaluation Standards (Second Edition). Thousand Oaks, CA: Sage Publications.

Lecture 2, May 17th

LOGIC MODELS, CLIENT MEETING, TRAINING on working with older adults

Program theory of change, logic modeling, inputs, outputs and outcomes (measures) collective impact, COFU, life cycle of a program, project planning with community client.

To prep for class:

- Gardner, F. (2000) Design Evaluations: Illuminating Social Work Practice for Better Outcomes. *Social Work*. 45(2), 176-183.
- Kania J., and Framer, M. (2011) Collective Impact. *Stanford Social Innovation Review*.
- Kaskie, B., Knight, B. G. & Liebig, P.S. (2001). State legislation concerning individuals with dementia: An evaluation of three theoretical models of policy formation. *The Gerontologist*, 41(3), 383-393.
- Savas, S.A. (1996) Chapter 2: How Do We Propose to Help Children and Families? Pecora, P.J., Seelig, W.R., Zirps, F. A., & Davis, S.M. (Ed) Quality Improvement and Evaluation in Child and Family Services: Managing into the Next Century. Washington, DC: CWLA Press.

Lecture 3, May 24th

LOGIC MODEL Revision, EVALUATION PLANNING, FIELD PREPARATION (LM Draft Due)

Review LM draft, scope of work, evaluation plan content and format, common evaluation approaches used by social workers, methods, sampling.

To prep for class:

- Royse Chapter 2: Ethical Issues in Program Evaluation
- Royse Chapter 8: Sampling
- Royse Chapter 12: Illustrations of Instruments
- 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.
- Skillman Foundation: A Guide to Evaluation for Skillman Foundation Grantees (1996).

- 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.
- Franklin, C., Streeter, C., Kim, J., and Tripodi, S. (2007) The Effectiveness of a Solution-Focused, Public Alternative School for Dropout Prevention and Retrieval, *Children and Schools*, 29(3), 133-144.
- Quijano, L., Stanelly, M., Peterson, N., Casado, B., Steinberg, E., Cully, J., and Wilson, N. (2007) Healthy IDEAS: A Depression Intervention Delivered by Community-based Case Managers Serving Older Adults, *Journal of Applied Gerontology*, 26(2), 139-156.
- *Web-module*: Sampling
- *Web-Module*: Evaluation Questions

Lecture 4, May 31st

DATABASE DESIGN, COLLECTION PROTOCOL (Logic Model Due), SURVEY DEV'T

Database design, data cleaning, customer satisfaction, survey development, human subject protections, PEERRS certification, IRB, data collection protocol, data collection site confirmation, process note format.

To prep for class:

- Royse Chapter 7: Client Satisfaction
- University of Michigan's Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at <http://my.research.umich.edu/peerrs/>
- W.K. Kellogg Evaluation Handbook at <http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf>
- Hsieh, C. (2006). Using client satisfaction to improve case management services for the elderly. *Research on Social Work Practice*, 16(6), 605-612.
- Council on Accreditation: Performance Quality Improvement Standards (PQI) 7.11, COA, NY, NY.
- Martin, J., Petr, C., and Kapp, S. (2003) Consumer Satisfaction with Children's Mental Health Services, *Child and Adolescent Social Work Journal*, 20(3), 211-226.
- *Web-module*: Data Collection Methods

Lecture 5, June 7th

DATA COLLECTION, DATA ENTRY, SUBMIT PROCESS NOTE

Lecture 6, June 14th

QUALITATIVE METHODS (Evaluation Plan Draft Review)

Review evaluation plan drafts, process evaluation, qualitative methods, focus groups, interviewing protocols, evaluator observation as a collection method.

To prep for class:

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
- Royse Chapter 5: Formative and Process Evaluation
- Dean, D.L. (1994) How to Use Focus Groups, J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds), *Handbook of Practical Program Evaluation* (First Edition), San Francisco: Jossey-Bass, 338-350.
- 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.

- Martin, J. and Meezan, W. (2003) Applying Ethical Standards to Research and Evaluations Involving Lesbian, Gay, Bisexual, and Transgender Populations. *Research Methods with Gay, Lesbian, Bisexual, and Transgender Populations*, 181-201.
- *Web-modules*: Evaluation Types, Evaluation Design Rigor

Lecture 7, June 21st

DATA ANALYSIS (Evaluation Plan due), MOST SIGNIFICANT CHANGE APPROACH, STORY BANKING

Analysis plans, descriptive and bi-variate statistics, storybanking, most significant change, mid-point evaluation
To prep for class:

- Royse Chapter 13: Pragmatic Issues
- Royse Chapter 14: Data Analysis
- Gugelev, A. and Stern, A.(2015) What is your endgame? *Stanford Social Innovation Review*.
- Washington, O. and Moxley, D. (2003). Group Interventions with Low-income African American Women Recovering from Chemical Dependency. *Health and Social Work*, 28(2), 146-156.
- *Web-module*: Statistical Tests.

Lecture 8, June 28th

DATA VISUALIZATION

Data visualization principles, hands-on-work session using Excel, data interpretation, ethics pertaining to report writing, slide designing.

To prep for class:

- Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles
- Dr. Stephanie Evergreen lecture on Data Visualization
- Data Visualization Principles and Chart Chooser

Lecture 9, July 5th

OUTCOME DESIGNS (Data Visualization Slides Due)

Prepare final deliverables for client. Outcome designs. In class, students will develop and present program outcome/impact reports to class.

To prep for class:

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs
- Royse Chapter 11: Measurement Tools and Strategies
- Auslander, W., Haire-Joshu, D., Houston, C., and Williams, J. (2000). The Short-term Impact of a Health Promotion Program for Low-Income African American Women. *Research on Social Work Practice*, 10(1), 78-97.
- Perrin, Burt. (2014) Think positively! And Make a Difference Through Evaluation. *Canadian Journal of Program Evaluation*. 29 (2).
- Standardized Instrument Search at <http://guides.lib.umich.edu/tests> OR <http://www.eric.ed.gov/>
- Wiley, A., Branscomb, K, and Wang, Y. (2007) Intentional Harmony in the Lives of Working Parents: Program Development and Evaluation, *Family Relations*, 56, 318-328.

Lecture 10, July 12th

COURSE REVIEW, COST EVALUATIONS, DATA INTERPRETATION WITH CLIENT

Cost effectiveness designs, cost-analysis. Return on Investment, Present results to community client.

To prep for class:

- Royse Chapter 10: Cost Effectiveness and Cost Analysis
- 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.
- 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 program for vulnerable families: a cost-effectiveness analysis of a public health intervention. *Journal of Public Health* 31(3), 423 –433
- 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.

Lecture 11, July 19th

In Class Exam