



Spring/Summer Term, 2016

COURSE TITLE: **Evaluation in Social Work**
COURSE NUMBER: 683
SECTION: Tuesday 1-5PM
CREDIT HOURS: 3
PREREQUISITES: SW522 or permission of instructor

Contact Information

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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)
- d. Plan an evaluation of social work practice. (Practice Behaviors 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS)
- 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 themes. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)

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

A	94-100	B+	86-89	C+	76-79	D	<69 (no credit)
A-	90-93	B	83-85	C	73-75		
		B-	80-82	C-	70-73		

TEXTS

REQUIRED

Royse, D., Thyer, B. A., and Padgett, D. K. (2014). *Program Evaluation: An Introduction*. Sixth edition. Belmont, CA: Brooks/Cole.

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://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/>

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 (20 pts)

Weekly, May 10-July 12

Attendance and participation in class is expected. Missing more than one class in part or in total will result in a deduction of points, regardless of the reason, and it is your responsibility to catch up from a classmate.

Your attendance and participation reflect the basic elements of any social work relationship – to show up and remain present. For this reason, I ask you use computers judiciously and to refrain from using cell phones during class. 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.

Starting the week of May 17, each student is required to generate thoughtful questions/comments each week based on the readings and to post these to the Canvas forum by 8 PM on Sunday. These posts 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) **17-July 5**

Sign up for one week, May

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 to three students will generate discussion questions or activities based on the week's readings (articles, not textbook) to facilitate small group or whole class discussion for 30-45 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 8 PM Sunday) and integrate these into the discussion. Students will sign up on the first day of class. Student-led discussions will occur every week except the first and last week.
- 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, the student's 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 June 21

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 choose a program to use for their client interview and logic model. Clients will typically be the director or key staff person responsible for overseeing the program. Interviews can be completed in person, over the phone, or via email. It is anticipated that client interviews will take 30-60 minutes. After completing the client interview, students will be required to write a memo summarizing what they learned. 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

- Likelihood of an evaluation being completed and any barriers

Logic model (10 pts)

Draft due in class May 31

Final due June 21

This assignment aims to enhance students' analytical skills in planning and designing evaluations in social work.

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

Data collection and reporting (20 pts)

TBD

This assignment aims to provide students with research methods and analytic skills as well as professional writing skills needed to collect and report on evaluation data in social work. We will be combining with another section of 683 from time to time to work on an evaluation project for Blueprint for Aging. This will involve real-world data collection and reporting. Guidelines will be distributed and reviewed in class.

Final exam (30 pts)

July 19

To assess attainment of course objectives, Social Work Competencies, and advanced practice behaviors, a 60-item multiple-choice exam will be administered to students during the last class. Students are allowed to bring one 8.5 by 11 inch piece of paper with notes on it.

A note about late work: Because of the short time frame, all late work will be graded down 10% per day late. Three days late is the most that I will accept. For example, if you turn your logic model in the Friday after it was due (on Tuesday), the highest possible grade you could receive would be a 70%. After Friday it would not be accepted and you would receive a 0.

Class schedule and topic outline

Week 1, May 10

Introductions, course overview, evaluation basics

Readings:

In Royse: Chapter 1

NASW Code of Ethics, section 5.02 Research and Evaluation.

AEA statement on cultural competence, pp. 1-10

Partnership for the Public's Health. (2002). Community-based public health policy & practice (Policy brief 5).

Week 2, May 17

Ethics and cultural competence, logic models

Readings:

In Royse: Chapter 2, Chapter 5 (pp. 121-125)

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.

Mulroy, E. A., & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. *Social Work, 49*, 573-586.

W. K. Kellogg Foundation Logic Model Development Guide, Chapters 1-2, (pp. 1-26)

Week 3, May 24

Needs assessment, evaluation questions and planning

Readings:

In Royse: Chapter 3

Capacity 4 Health. *Developing an evaluation plan*. 1-5.

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.

Kenagy, G.P. (2005). Transgender health: Findings from two needs assessment studies in Philadelphia. *Health & Social Work, 30*, 19-26.

Additional Resource: Evaluation Questions Module

Week 4, May 31

Qualitative and mixed methods

Readings:

In Royse: Chapter 4

Ansary, S. J., Perkins, D. F., & Nelson, J. (2004). Interpreting outcomes: Using focus groups in evaluation research. *Family Relations, 53*(3), 310-316.

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.

Additional Resource: Data Collection Methods Module

Week 5, June 7

Formative and process evaluation

Readings:

In Royse: Chapter 5, Chapter 7

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

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.

Additional Resource: Evaluation Types Module

Week 6, June 14 **DATA COLLECTION, no official class**

Week 7, June 21 **Customer satisfaction, sampling, research design**

Readings:

In Royse: Chapter 8 and 9

Howell, E. M., & Yemane, A. (2006). An assessment of evaluation designs: Case studies of 12 large federal evaluations. *American Journal of Evaluation*, 27(2), 219-236.

Spencer, M., Hawkins, J., Espitia, N., Sinco, B., Jennings, T., Lewis, C., Palmisano, G., & Kieffer, E. (2013). Influence of a community health worker intervention on mental health outcomes among low-income Latino and African American adults with Type 2 diabetes. *Race and Social Problems*, 5(2), 137-146.

Additional Resource: Evaluation Design & Sampling Methods Modules

Week 8, June 28 **Measurement tools and strategies, intro to data analysis**

Readings:

In Royse: Chapter 11 & first half of 14

Logie, C., Bridge T. J., & Bridge, P. D. (2007). Evaluating the phobias, attitudes, and cultural competence of Master of Social Work students toward the LGBT populations. *Journal of Homosexuality*, 53, 201-220.

White, D. L., Newton-Curtis, L., & Lyons, K. S. (2008). Development and initial testing of a measure of person directed care. *The Gerontologist*, 48, 114-123.

Additional Resource: Data Collection Methods Module

Week 9, July 5 **Data analysis/interpretation, stats, report writing, pragmatic issues**

Readings:

In Royse: second half of Chapter 14, all of Chapter 15

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.

Kaye, S., & Osteen, P. J. (2011). Developing and validating measures for child welfare agencies to self-monitor fidelity to a child safety intervention. *Children and Youth Services Review*, 33(11), 2146-2151.

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.

Week 10, July 12 **Cost effectiveness, community presentation, exam review**

Readings:

In Royse: Chapter 10

Casey Family Programs. (2014). The potential for cost savings from home visiting due to reductions in child maltreatment (Policy brief), 3-9.

DeSena, A. D. et al. (2005). SAFE Homes: Is it worth the cost? An evaluation of a group home permanency planning program for children who first enter out-of-home care. *Child Abuse & Neglect*, 29, 627-643.

Heckman, J. J. (2013, September 14). Lifelines for poor children. *The New York Times*.

Week 11, July 19 **Exam**