

Fall 2016

COURSE TITLE: **Evaluation in Social Work - DRAFT**
COURSE NUMBER: SW683
SECTION: Thursday 2pm – 5pm
PREREQUISITES: SW522 or permission of instructor
CREDIT HOURS: 3

Instructor

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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.

Students will participate in a large community-based evaluation project (to be determined) or participate in an evaluation project of their own choosing (field placement, community-based program).

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. 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.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.
Office of Student Services, School of Social Work | Room 1748, [734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

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 to the appropriate canvas folder. 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 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.

Assignments

Assignments will be presented in draft form in class to gather feedback from peers and the instructor. Assignments will be uploaded to canvas for grading. Course objectives are listed in *italics*.

Program Specification Using Logic Model (20 points)

To specify a program for evaluation and its theory of change. This written assignment requires the articulation of a program's theory of change using a one-page logic model format. 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.

Alternate Assignment for Logic Model (20 points)

Students who have mastered logic modeling can choose to complete this alternate assignment. Students will design a survey to measure satisfaction of services or outcome attainment. The survey will be submitted along with a description of the respondents, administration schedule, and sampling plan (as needed).

Program Evaluation Plan (20 points)

To plan an evaluation of social work practice. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage. 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 and Analysis Activity (40 points)

To recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. Students are expected to complete the University of Michigan on-line PEERRS certificate in human subject protections before collecting data. Submit certificate to canvas assignment folder. Students will work in small groups or on their own to collect data for their project. Data will be analyzed using SPSS, Excel or manually for themes. Students are expected to submit a process note/reflection of the data collection experience.

Dissemination of Results (20 points)

To understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. Students will work individually to prepare graphic results using power point slides grounded in data visualization principles. Students will facilitate a data interpretation session of results with classmates and with the community client.

Texts

Recommended

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

Other Text Resources (available at the Graduate Library)

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.

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

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

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

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.

To prep for September 8: Introduction to the course and program evaluation

- Royce Chapter 1: Introduction
- 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.
- Mathie, A. and Greene, J. (1997) Stakeholder Participation in Evaluation: How Important is Diversity? *Evaluation and Program Planning*, 20(3), 279-285. Seminal Article.

September 8 Lecture 1: Overview of student expectations and programs of interest, program evaluation definition, evaluation function within social work careers, AEA evaluation guidelines and NASW Code, introduction to community based class project.

To prep for September 15: Logic Modeling (part 1)

- Kania J., and Frammer, M. (2011) Collective Impact. *Stanford Social Innovation Review*.
- 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.
- Review sample logic models (on-line and on canvas) and decide on program for logic model

September 15 Lecture 2. Program theory of change, inputs, outputs and outcomes, work session to draft program logic model, life cycle of a program

To prep for September 22: Logic modeling (part 2)

- 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.
- 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.

September 22, Lecture 3: Work session to describe program participants and system conditions that led to the need for the program, major program components, detailed activities, and expected program participant outcomes. Develop list of reference/resources (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff).

To prep for September 29: Evaluation planning (part 1)

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs
- *Web-Module:* Evaluation Questions
- *Web-module:* Evaluation Design Rigor
- Quijano, L., Stanely, 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.
- W.K. Kellogg Evaluation Handbook at <http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf>

September 29, Lecture 4: Work session to design a two-page Program Evaluation Plan for the program specified with a logic model: the purpose of the evaluation and evaluation approach, type of evaluation components planned and relevant key evaluation questions, evaluation design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, and limitations of the design.

To prep for October 6: Evaluation planning (part 2)

- Royse Chapter 5: Formative and Process Evaluation
- Royse Chapter 7: Client Satisfaction
- *Web-module:* Evaluation Types
- Hsieh, C. (2006). Using client satisfaction to improve case management services for the elderly. *Research on Social Work Practice*, 16(6), 605-612.

October 6, Lecture 5: Finish evaluation plans including a description of data collection schedule, narrative describing measurement, data analysis plan, and a plan for reporting and utilizing the results.

To prep for October 13: Quantitative Data Collection Methods

- Royse Chapter 2: Ethical Issues in Program Evaluation
- Royse Chapter 12: Illustrations of Instruments
- *Web-module*: Data Collection Methods
- Standardized Instrument Search at <http://guides.lib.umich.edu/tests> OR <http://www.eric.ed.gov/>
- Complete on-line certification: University of Michigan's Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at <http://my.research.umich.edu/peerrs/>
- 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.

October 13, Lecture 6: Where to find standardized scales. Understanding reliability and validity test results. Designing customer satisfaction survey items.

To prep for October 20: Analyzing Quantitative Data

- Royse Chapter 14: Data Analysis
- *Web-module*: Statistical Tests.
- *SPSS Tutorial*

October 20, Lecture 7. Work session to develop a program evaluation analysis plans. Using SPSS to generate descriptive and bi-variate statistics to answer key evaluation questions.

To prep for October 27: Qualitative Data Collection

- Royse Chapter 4: Qualitative and Mixed Methods in 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.
- 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.
- Most Significant Change Toolkit

October 27, Lecture 8: Review of qualitative methods, focus groups, interviewing protocols, evaluator observation, story-banking, most significant change. Mock focus group. Most significant change exercise as mid-course reflection.

To prep for November 3: Analyzing Qualitative Data

- Perrin, Burt. (2014) Think positively! And Make a Difference Through Evaluation. *Canadian Journal of Program Evaluation*. 29 (2).
- 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.

November 3 Lecture 9: Work session to analyze student most significant change stories for themes.

To prep for November 10: Data Visualization (part 1)

- Chart Chooser
- Data Visualization Principles and Checklist
- Dr. Stephanie Evergreen lecture on Data Visualization (SSW intranet)
- Gugelev, A. and Stern, A.(2015) What is your endgame? *Stanford Social Innovation Review*.

November 10, Lecture 10: Use data visualization principles to develop graphics of results. Hands-on-work session to critique graphics, use chart chooser and make slide decks.

To prep for November 17: Data Visualization (part 2)

- Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles
- 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.

November 17, Lecture 11: Finish data visualization slides. Peer-review.

To prep for December 1 and December 8

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

December 1, Lecture 12: Data Interpretation Sessions facilitated by students

December 8, Lecture 13: Data Interpretation Sessions facilitated by students