



COURSE TITLE:	Evaluation in Social Work
COURSE NUMBER:	683 (Fall 2016, Section 007 Class #22304)
TIME & PLACE	Friday 9:00-12:00pm, 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:	Office: SSWB - Rm 2766 E-mail: jlr@umich.edu Phone: 313 320-4850
OFFICE HOURS:	Friday: 12:00-1:00pm 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 in 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 1 to 4 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 develop 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 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 undergird 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).

8. 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:

http://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. Student Mental Health and Wellbeing: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and at <https://caps.umich.edu> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 or visit their website at:

www.uhs.umich.edu/mentalhealthsvcs. Or for alcohol or drug concerns:

www.uhs.umich.edu/aadresources.

4. Attendance: The School of Social Work attendance policy can be found in the Student Guide. Attendance will be recorded in this course. At least 1 student per group is expected to visit their client at least twice during the semester.

5. 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.

6. Grading System: A 100-point system is used. Course points are not rounded 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		

7. 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.

8. 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 (7792) 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-ADAAcompliance@umich.edu.
Office of Student Services, School of Social Work, Room 1748, 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/>.

9. Assignments

Groups of 1 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 the 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, develop competency specific to the evaluation, write an evaluation plan, collect and analyze data, and write an evaluation report. One person from the team is assigned to be the client liaison and communications from the team generally go through that person. If possible, all team members should participate in formal client meetings and final presentations to client. 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 on Canvas Assignment before class. 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 detail 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 fulfill 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 to Canvas Assignment. Only one team member should upload the documents to canvas. 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 written material from the client 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 and 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, single-spaced program 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 plan's components. Groups that do not submit drafts will lose 2 points on final grade.

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 that includes the standardized test name, primary author, what the tools measure, which populations have used this tool, the validity and reliability scores, 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. All customized student-created instruments must be approved by professor prior to use in the field.

R5. Data entry and analysis (15 points)

Students will design a database in SPSS or EXCEL to enter data. The data will be analyzed using descriptive statistics, frequencies, and mandatory bi-variate analysis. 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 of the findings will also explain the findings, charts, and statistical significance. Data analysis can be conducted on data previously collected by the client agency. A mandatory draft will be submitted to receive support and feedback. Groups that do not submit drafts will lose 2 points on the final grade. The final version will be included in the evaluation report in the findings section and 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 their client agency stakeholders. The report should adhere to the grading rubric outline 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, limitations of the evaluation, and an appendix that includes the instrument and qualitative data collected. A graphic, professional layout and use of callout text boxes are encouraged.

OR

POWERPOINT FORMAT: Students will develop a PowerPoint slide presentation consisting of 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, data collection procedure, instrumentation description, participants 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. Groups that do not submit drafts will lose 2 points on final grade.

R7. Presentation of Project to the Class (5%)

Students will present their project process, deliverables, and key findings using statistics, charts, and evaluation lessons learned using PowerPoint slides. A two-page infographic handout will be required. 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 submission in canvas assignments.

R9. Class Participation and Learning Modules (ongoing – 15%)

Students are expected to attend every class session; come on time; read / complete the required out-of-class learning: readings, film, and 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. 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 experiences (field placement and others), current events, or literature related to course topics – a weekly 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 & methods used, 3) how the evaluation study addresses four curricular themes (see syllabus section 5 for description 4) limitations, 5) key findings, 6) 3-5 points the student found particularly interesting, 7) 2-3 questions to further explore in discussion, and 8) evaluation design selection;
6. Proof of completion of the 6 online supported learning modules need to be submitted at the beginning of class. Each module is due according to assignment submission calendar. Module quiz completion allows for an unlimited number of attempts.

****Modules can be retrieved at <https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/>**

R10. Skills Demonstration (5%)

At the last class, a competency skills demonstration will occur. Students will individually demonstrate their abilities in survey design by creating an instrument in Qualtrics. Students will then have the opportunity to conduct data analysis and choose the appropriate statistical test. Qualitative data will be themed and a one-page report will be created that has a callout box for a key message and one chart that highlights a key finding. Students will be able to use class notes, the course text, the internet for access to Qualtrics, and a computer. These skills will be demonstrated throughout the course.

A3. Alternative

Students with prior evaluation experience or who wish to hone their skills differently, the R3 can be substituted with an actual Request for Proposal (RFP) submission. The student will find an RFP on a public or government website. A grading rubric will be customized based on the RFP requirements.

A1-10. Alternative

If a student chooses A3, they can also substitute the other assignments with skills that they would like to develop. An example of this is creating / coding an online database using SQL or open source software. This would entail using existing or new data collection tools to create an evaluation software for data entry, querying, and reporting.

10. Assignment Submission Schedule

Assignment Part	Due Date	Course Points
R1– Client Engagement – 1 st Meeting minutes and group work plan (2 nd meeting minutes submission depends on client needs)	Sept 23 (session 3)	10
R2 – Program Specification and Logic Model	Sept 30 (session 4)	10
R3 – Evaluation Plan (draft is mandatory)	Oct 7– Draft (session 5) Nov 4 – Final (session 9)	10
R4 - Data Collection Tool	Oct 21 (session 7)	10
R5 – Data Entry & Analysis Draft (draft is mandatory)	Nov 11(session 10)	15
R6 – Dissemination: Evaluation Report Draft (mandatory)	Nov 18 (session 11)	15
R1 – 2 nd meeting minutes R5 – Data Entry & Analysis Final (included in final report) R6 – Evaluation Report Final R7 – Presentation of Project to the Class	Dec 2 (session 12)	5
R8 – Group Process Reflection and Individual Effort	Dec 9 (session 13)	5
R9 – Class Participation and learning modules	Ongoing	8
PERRSS Certificate	Sept 16 (session 2)	1
Evaluation Question	Sept 23 (session 3)	1
Evaluation Design	Sept 23 (session 3)	1
Evaluation Rigor	Sept 30 (session 4)	1
Data Collection	Oct 7 (session 5)	1
Sampling Methods	Oct 14 (session 6)	1
Statistical Test Selection	Oct 28 (session 8)	1
R10 – Skills demonstration	Dec 9 (session 13)	5

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 assignment should highlight changes in yellow.

11. Text

REQUIRED TEXT

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

Barrington, G. (2012) Consulting Start up and Management: A Guide for Evaluators and Applied Researchers, Thousand Oaks, CA: Sage Publications.

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.

12. Sessions, Learning Topics, & Readings

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

Session 1, September 9

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

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

Assignment Due: None

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

- Royce 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 August 16, 2016 at <http://www.mindtools.com/pages/article/kirkpatrick.htm>

Session 2, September 16

Topics: Program theory of change, logic modeling, evaluation planning.

Class Activity/Demonstration: Needs assessment, Review of Detroit Parent Network logic model and Needs Assessment, form project teams, review work plan, meeting minutes templates and grading rubric, review evaluation plan menu checklist and strategies for engaging/working with client agencies, discussion on ethics, and review of responsible research.

Case Studies Collier Article and Miller Article

Assignment Due: PEERS Certificate - PI Conflict of Interest and Human Subjects only

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.
- Miller, B. and Schwartz, J. (2016), The Intersection of Black Lives Matter and Adult Education: One Community College Initiative. *New Directions for Adult and Continuing Education*, 2016: 13–23. doi: 10.1002/ace.20182
- University of Michigan's Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at <http://my.research.umich.edu/peerrs/> (retrieved July 25, 2016) – PI Conflict of Interest and Human Subjects only
- W.K. Kellogg Evaluation Handbook at <http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook> (retrieved July 25, 2016)
- EPA Program Evaluation Resources retrieved on August 24, 2016 at <https://www.epa.gov/evaluate/program-evaluation-resources#tab-12016>

Session 3, September 23

Topics: Logic model development as it relates to an organization's mission, programmatic goals and objectives and expected outcomes; Understanding the value of qualitative data.

Class Activity/Demonstration: Use of SMART language to critique and develop a logic model; Theme development and coding using qualitative data in excel; Reviews of software and devices to assist in capturing qualitative data

Case Study: Garofalo Article

Assignment Due: R1- First Meeting Minutes, R9- Evaluation Question Module, R9- Evaluation Type Module

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

- 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.
- Taylor-Powell, E. (2003) *Analyzing Qualitative Data*. University of Wisconsin Cooperative extension, Program Development and Evaluation.
- Interactive and supportive learning modules: R9- Evaluation Question Module & R9- Evaluation Type Model (see Page 7 in this syllabus for link)

Session 4, September 30

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

Class Activity/Demonstration: Notation of single system and group system designs, representation of results through graphing.

Case Study: Campbell Article

Assignment Due: R9- Level of Rigor Module, R2- Program Specification and Logic Model

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

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs
- Interactive and supportive learning modules: R9- Level of Rigor at (see Page 7 in this syllabus for link)
- Formative Assessment Webinar with Case study HIV+ Capacity for Health Webinar <http://www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu>
- 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.

Session 5, October 7

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

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

Case Study: Beggs or Olvera Article

Assignment Due: R3-Evaluation Plan Draft, R9- Data Collection Online Module

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

- Royse Chapter 11: Measurement Tools and Strategies
- Royse Chapter 12: Illustrations of Instruments
- Interactive and supportive learning modules: R9- Data Collection Module
- Beggs, S, and Grace, R. (2011) Treatment Gain for Sexual Offenders Against Children Predicts Reduced Recidivism: A Comparative Validity Study. *Journal of Consulting and Clinical Psychology* 79(2), 182–192.
- 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.

- Afterschool Youth Outcomes Inventory. (2010, September) Partnership for After School Education. New York, NY.
- Canadian Best Practice Portal, Public Health Agency of Canadian at http://cbpp-pcpe.phac-aspc.gc.ca/?s=+&post_type=interventions
- Standardized Instrument Search at <http://guides.lib.umich.edu/tests> OR <http://www.eric.ed.gov/>
- 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.
- Polinsky, M et al., ((2013) Development and Validation of a Wraparound Parent Partner Fidelity Tool. *Social Work Research* 37(2):111-120

Session 6, October 14

Topic: Probable and non-probable sampling designs; Understanding the importance of customer/client satisfaction and relativity of satisfaction scores; Program monitoring, and Client Satisfaction.

Class Activity/Demonstration: Sampling methods; Calculating sample sizes using sample size calculators; Understanding confidence levels and margin of errors.

Mid-Semester Evaluation; Review of evaluation plan menu and grading rubric.

Conduct a satisfaction survey; Interpret results based on comparison studies. Understand the key components of an evaluation plan.

Case Study: Letiecq Article and Hsieh Article

Assignment Due: R9- Sampling Methods Module

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

- Royse Chapter 7: Client Satisfaction
- Royse Chapter 8: Sampling
- Interactive and supportive learning modules: R9- Sampling Methods Module
- 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.
- 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.
- World Health Organization: Client Satisfaction Evaluations 2000, workbook 6, page 1-38.
- Webinar: Developing an Evaluation Plan, Capacity for Health: <http://library.capacity4health.org/category/topics/monitoring-and-evaluation-me/evaluation-planning/evaluation-plans/developing-evaluat> (Retrieved on July 25, 2016).
- Review professional evaluation plans, assignment aids and grading rubric on Canvas

Session 7, October 21

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 Lecturer: Jodi Neale, Director of Quality and Professional Development, Judson Center (9am – 10am)

Case Study: Harrison Article

Assignment Due: R4- Data Collection Tools

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

- Royse Chapter 13: Pragmatic Issues
- 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, October 28 - BRING LAPTOP TO CLASS (PC ONLY)

Topics: Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics.

Class Activity/ Demonstration: Data entry and statistical testing using Excel and SPSS Introduction of Data Analysis.

Case Study: Calderwood Article (A MUST READ BEFORE DOING THE MODULE)

Assignment Due: R9- Statistical Test Selection Module

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

- Royse Chapter 14: Data Analysis
- Interactive and supportive learning modules: R9- Selecting Statistical Test Module
- How to use Excel for data analysis WEBINAR retrieved on July 25, 2016 at <http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu> (1 hour)
- 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
- OPTIONAL
 - How do conduct a t-test in excel (retrieved on July 28, 2016) from Excel https://www.youtube.com/watch?v=BIS11D2VL_U
 - Explaining parametric and non-parametric stats retrieved on July 28, 2016 at <http://www.youtube.com/watch?v=3bcYLj11uME>
- Doing Non Parametric Tests in Excel retrieved on July 28, 2016 at <http://www.youtube.com/watch?v=EFR3NNDGzH0> Explains the Wilcoxon Signed Rank test, not in excel but by hand
- How to do the Wilcoxon rank sum test in excel; this is the equivalent of an independent t-test retrieved on July 28, 2016 at <http://www.youtube.com/watch?v=j1s8nf0BJw>

- How to do the Wilcoxon signed rank test in excel; this is a paired t-test; have to use a table of critical values for the signed rank values, Retrieved on July 28, 2016 at <http://www.youtube.com/watch?v=xlgeta9FivI>

Session 9, November 4

Topic: Focus Groups and Semi Structured Interviewing.

Class Activity/ Demonstration: Role play of focus groups, collection of qualitative data, and importance of interviewing protocol.

Case study: McQuire or Shalhoub-Kevorkian Articles

Assignment Due: R3- Evaluation Plan Final

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

- **Community Tool Box: Conducting Focus Groups** retrieved on July 25, 2016 at <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main>
- 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.
- LAMP Focus Group. http://www.youtube.com/watch?v=_s5M-zWnsJs (retrieved July 25, 2016)
- How to Run an Effective Focus Group – Centre of Teaching and Learning P University of British Columbia. <https://www.youtube.com/watch?v=Auf9pkuCc8k> (retrieved July 25, 2016)
- Focus Group Interviewing by Richard A. Krueger retrieved on August 24, 2016 at <http://www.tc.umn.edu/~rkrueger/focus.html>

Session 10, Nov 11 - BRING LAPTOP TO CLASS (PC and MAC)

Topics: Cost effectiveness designs, cost-analysis, evaluation budgets.

Class Activity/ Demonstration: Evaluation Budgets. Cost Benefit Analysis.

Guest Speaker: Sarah Hartman, LMSW, School Social Worker, Denver Public Schools (9:30am ½ hour)

Case Study: Miller Article

Assignment Due: R5-Data Entry and Analysis Draft

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

- Royse Chapter 10: Cost Effectiveness and Cost Analysis
- 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 retrieved on August 22, 2016 at <http://www.youtube.com/watch?v=PMcgFJ0aJkc>

OPTIONAL

- Zaveri, H., & Burwick, A., Maher, E. (March, 2014). The potential for cost savings from home visiting due to reductions in child maltreatment. *Mathematica*

Session 11, November 18

Topic: Report writing and presentation of findings.

Class Activity / Demonstration: Critiquing of reports content and style. Canvas DPS Needs Assessment report located in the assignment Aids folder will be discussed. Preparation for class and client presentation.

Case Study: Perrin Article

Assignment Due: R6- Dissemination Evaluation Report Draft

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*

November 25 No Class – Thanksgiving

Session 12: December 2

Topic: Evaluation Project Presentation and public speaking skills.

Class Activity / Demonstration: Class and client presentation.

Case Study: None

Assignment Due: R7 – Class Presentation, R1 – 2nd meeting minutes, R5 – 2nd data entry and analysis, and R6 – Dissemination: Evaluation Report Final

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

- None - time allocated for assignment

Session 13, Dec 9 - Course Wrap Up / Skill Demonstration

Topic: Course Wrap up - Collective and Participative Evaluation

Class Activity / Demonstration: Class and client presentation

Students will present 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: R8 - Group Process Reflection and Individual Effort. R10 – Skill demonstration during class

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

- None - time allocated for assignment



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