



Evaluation in Social Work: SW 683, Section 002, Spring/Summer 2017

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Classroom: Room B684 SSWB
Monday's 1:00 p.m. – 5:00 p.m.
Office hours: TBA/by appointment
Prerequisite: 522 or permission of instructor

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 them. 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:

1. 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.)
2. Specify a program for evaluation and its theory of change. (Practice Behavior 10.d.)
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practices Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
4. Plan an evaluation of social work practice. (Practice Behaviors 6., 10.d.)
5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
6. 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.)

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], relationship status, national origin, race, religion or spirituality and 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).

Course Design: Pedagogical Approach & Teaching Philosophy

This course employs an adult learning philosophy to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. The instructor will select required/recommended readings and videos or webinars. Many different methods will be used to promote students understanding of the course materials; discussion, lectures, homework, projects, activities and exercises. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and meeting participation). Guest speakers may be invited to address special topics. This course is designed to increase students' comfort level, knowledge base and skills in program evaluation in research informed-practice and practice-informed research and to critically analyze, monitor, and evaluate interventions.

Course Materials:

There is one required text, several required readings from materials/journals, video's/webinars and handouts to supplement the lecture topic posted on CANVAS.

It is highly recommended you obtain a binder to organize the resources you will be given.

Required Text

1. Royse, D., Thyer, B., and Padgett, D. (2010). Program Evaluation: An introduction (Fifth Edition) Wadsworth Cengage Learning: United States. [ISBN-10: 0-495-60166-7; ISBN-13: 978-0-495-60166-1]. The text is in stock at Ulrich's Bookstore.

PLEASE NOTE that Ulrich's is moving during May 2017. Below is information from their Website (<http://www.bkstr.com/ulrichsstore/home>)

- Ulrich's Bookstore will be relocating right around the corner from our historic location. In a few short weeks, you will find our new temporary home at the corner of South University Ave. and Church St., next to The Brown Jug.
- Order your Spring/Summer textbooks online and these books will be shipped directly to you! We do not have an option to pick up in the store yet.

Course Requirements:

Attendance and participation: Attendance and participation are **10%** of the final grade.

Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned readings/video/assignments being prepared to facilitate discussion on reading(s) and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. Assessment of your participation does not depend solely on the quantity of your involvement in class discussion, class activities and class exercises, but also on the quality of your contributions and observations that you are learning. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will attend **all classes** unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor to discuss their attendance and a plan of action to not miss anymore classes. Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules and other out of class learning have been completed by sharing and asking relevant questions in

class. I encourage you to be actively present during class, students not participating and/or who are using electronic devices not related to class activities will see the impact in this grade.

Course Assignments:

Assignments are focused on course learning and evaluation competency skills development specific to the course objectives. Program evaluation is best done in collaboration, thus you will be working with a team for several of the assignments. You will be doing paper 1 (program description) individually and then you will be developing a program evaluation plan based on a program at one of your team member's field placement. Additionally, you will be working in groups for the collaborative discussion assignment. A brief description of each assignment follows. A more detailed description of each assignment will be handed out in class.

1. Program Description paper – (Individual) due anytime between May 22-29, 2016 (15%)

This written assignment requires a description of a program for your proposed evaluation within your field placement and articulation of the program's theory of change using a one-page logic model. This assignment will also include discussing what you plan to evaluate. This program description/logic model, will be used for the program evaluation plan assignment throughout the semester, if your program is chosen by the team and will be revised, as needed and re-submitted in your final paper at the end of the semester.

2. Collaborative Group Discussion Assignment: (Group) due May 22, June 5, 12, 19, 26, July 3, 10 and 24, 2017 (15%)

Working in groups of 2-3 students, this assignment aims to enhance students' knowledge base and communication skills in evaluating social work practice. It also encourages students' critical thinking about course concepts and how they relate to evaluation of social work practice. The assignment has two parts: 1) On the date you signed up for, you and your partner will generate 2-3 discussion questions on that week's readings and facilitate in-class small group discussions; and 2) you will write and independently submit a 1-2 page reflective statement on the readings assigned for that class session.

3. Proposed Evaluation Plan Class presentation -(Group) due July 17 & July 24, 2017 (20%)

You will present your evaluation proposal to the class. Prepare 2 handouts: (1) Outline describing the program and (2) an outline describing the evaluation plan.

4 . Final Paper – Proposed Evaluation Plan– (Group) due July 24, 2017 (25%)

You will prepare a complete program evaluation proposal. You will use feedback given on previous assignments to make revisions. You will briefly review the program, and provide a justification for doing an evaluation of the program. You will state your revised questions. You will describe in detail your research design including sampling methods, concern for human subjects, measurement instruments and other data collection, an analysis plan, reporting of the results and limitations of the study. You will discuss the ways in which the evaluation directly addresses or does not address the issues of multiculturalism and diversity, social justice and social change, promotion and prevention, social science and ethics. Finally, you will discuss how the evaluation might be applied to practice, to the program and to policy.

5. Homework assignments: due 5/15, 6/19, and 7/10, 2017 (10%)

There will be 2 assignments involving exercises/study questions on the course material to be done during the week. These assignments will be discussed before their due date. There will be 1 assignment that is a draft of some of the key areas required for the final paper. These assignments have been designed to assist you in learning the course content and writing your

papers. They are tools to help you, thus the focus in grading them is not so much on the content, but on the effort made to do the assignment. They will be graded on a pass/fail basis. A grade of “pass” will be converted to an “A” for computation of the final grade.

6. Six web-based learning modules: due 5/22 (2 due), 6/5, 6/12, 6/19, 7/10, 2017 (5%)

This is a supplement to your in-class learning, so you can practice and master evaluation competency skills. Proof of completion of the learning modules need to be submitted at the beginning of class on the day the topic is being discussed.

Assignment	Due Date	Percentage
Program description paper & logic model	5/22/17-5/19/17	15%
Collaborative Group Discussion	Students sign-up for one class session during the term	15%
Proposed evaluation presentation	7/17/17 or 7/24/17	20%
Final Paper	7/24/17	25%
Homework assignments	5/15/12, 6/19/16, 7/10/17	10%
6 web-based learning models	5/22 (2 due), 6/5, 6/12, 6/19, 7/10	5%
Class participation	Every class	10%

Format of papers

All papers must be typewritten and double-spaced using a 12-point font and one inch margins. Use APA * 6th Edition for your papers, including proper headings, citations and appropriate referencing. All papers will have a cover page, have page numbers, a running header and should be proofread prior to submission, since the quality of the paper will be impacted by its visual presentation, the use of proper grammar and spelling, and other ‘pride of authorships’ issues. Each paper submission (hard copy or electronic version are to include a cover page).

General Expectations for Written Work

I expect that in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, 1986.*) or <http://www.socialworkers.org/pubs/code/default.asp>

Academic Integrity:

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your Student Guide to the Master’s in Social Work Degree Program for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions. The student guide is electronic: <http://www.ssw.umich.edu/studentGuide/>.** The library also has an excellent area to advise about issues of plagiarism and other ethical issues. Please visit this site <http://www.lib.umich.edu/acadintegrity>.

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's (paper's) due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B** Mastery of subject content at level of expected competency – meets course expectations
- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- E** Student has failed to demonstrate minimal understanding of subject content.

The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, weekly assignment/class participation by the following grade points: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, less than C- = 0. The numerical scores for each assignment will be summed.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow 6th edition APA guidelines for referencing and for headings will result in a lower grade. For assistance with writing, or if you want feedback on written work contact the Office of Student Services (<http://ssw.umich.edu/current/student-services.html>) or schedule an appointment, with Betsy Williams at betsywil@umich.edu. Another resource is the **Sweetland Writing Center** (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon thru Fri. They're located in 1139 Angell Hall and I don't think they take walk-ins.

Hatcher Graduate Library University of Michigan's Hatcher Graduate Library can provide assistance in identifying and searching for references and resources for your policy papers. Darlene Nichols, who can be reached at 209 Hatcher Graduate Library, 734-936-2362, or dpn@umich.edu, is designated as a point person for the School of Social Work.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

Additional Resources: May be helpful to you as you prepare your assignments (Graduate library)

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

Fischer, J., & Corcoran, K. (1994). *Measures for clinical practice: a sourcebook* (Second Edition). New York: Free Press.

Grinnell, R., Gabor, P., and Unrau, Y (2012) *Program Evaluation for Social Workers: Foundations of Evidence-based Programs* (6th Edition). NY: Oxford University Press.

Madison, A. (1992). *Minority Issues in Program Evaluation*. San Francisco, CA: Jossey-Bass.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.

Rosenthal, J. (2012) *Statistics and Data Interpretation for Social Work*. Springer Publishing Company: New York

Rossi, P.H., Freeman, H.E. and Lipsey, M.W. (2004). *Evaluation. A Systematic Approach*. 7th edition. Thousand Oaks, CA: Sage.

Wholey, J. S., Hatry, H. P. & Newcomer, K. E. (2015). *Handbook of practical program evaluation* (Fourth Edition), San Francisco: Jossey-Bass

W.K. Kellogg Foundation (2004). *Logic Model Development Guide* W.K Kellogg Foundation: Battle Creek, MI
[<http://www.wkkf.org/default.aspx?tabid=100&CID=281&CatID=281&NID=211&LanguageID=0&grdListpi=1>]

Yates, B. T. (1996). *Analyzing costs, procedures, processes, and outcomes in human services*. Thousand Oaks. CA: Sage Publication.

Class Conduct and Roles

Instructor's Role: To encourage critical thinking and foster a positive learning environment that will facilitate the participation of all students within the classroom context. Be available to discuss all course matters.

Students' Role: To attend class, complete readings/assignments when they are due, participate in all class activities, and not use personal electronic equipment in class except for class related purposes.

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time.
3. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other alternative lifestyles - we are taught misinformation about ourselves and others regarding forms of difference and discrimination.
4. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.
5. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
6. Victims are not to be blamed for their oppression.
7. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
8. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
9. We will share information about our groups with other members of the class, and will not demand, devalue, or 'put down' people for their experiences.
10. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.
11. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

Housekeeping and Relevant Policies

Electronic Devices

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Computers in class

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.

Religious Observances

Please notify me if religious observances conflict with class/due dates for assignments so we can make appropriate arrangements.

Accommodations

If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me at the beginning of the semester so that I may adequately address these needs. Please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information is kept private and confidential (to the extent permitted by law). For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, <http://ssd.umich.edu/>, Email ssdoffice@umich.edu.

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, <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.
- ***University Health Service (UHS)*** at (734) 764-8320, <https://www.uhs.umich.edu/mentalhealthsvcs>
- ***UM Medical Center Psychiatric Emergency Services***. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- ***UM Sexual Assault Prevention & Awareness Center (SAPAC)***. 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness

- In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.
- All students 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 OSS or email ssw-ADAcpliance@umich.edu. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergencymanagement/alert/>.

Class Schedule: SYLLABUS-Course Schedule is tentative, thus subject to change. All changes will be discussed in advance so that you will have sufficient time to make adjustments in readings & assignments.

SESSIONS, LEARNING TOPICS, READINGS, ASSIGNMENTS

- ✓ Required readings and NIDA chapters are available on CANVAS in each week's Module.
- ✓ Out of class learning with an * are the readings to use for the Collaborative Group Discussion Assignment
- ✓ Helpful resource: **'The Program Manager's Guide to Evaluation' is on CANVAS week 1: 5/8 module**

Week 1, May 8: Class Content/Topic: Intro/overview, program evaluation & social justice
Program Analysis: need statement, mission, & literature review

Assignment Due: None

In-class activities: In small groups students will discuss what they can evaluate
In small groups- goals/objectives case example exercise

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

- Royse, Thyer and Padgett: Chapter 1
- NASW Code of Ethics-Section 5.02 (Evaluation and Research)
- Gardner, F (2000) Design Evaluation: Illuminating Social Work Practice for Better Outcomes. *Social Work* 45(2):176-82
- Mulroy, E., & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. *Social Work*, 49(4), 573-586.
- **Homework assignment 1 handed out in class:** Developing field placement evaluation plan

Week 2, May 15: Class Content/Topic: Logic Modeling, Program Specification & Theory of Change
Planning an evaluation: stakeholders, ethics, & cultural respect

Assignment Due: **Homework assignment 1 due:** Developing field placement evaluation plan

In-class activities: In small groups students will be given class example for logic model exercise
Review/discussion of homework assignment 1

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

- Royse, Thyer and Padgett: Chap 2, Chap 5(pp 108-111 & pp 123-129), and Chap 13
- NIDA-Chapters 1 & 2 (Program Description)
- Kaplan, S., & Garrwtt, K. (2005) The Use of Logic Models by Community-Based Initiatives. *Evaluation and Program Planning* 28(2):167-172
- Lieberman, L., Fagan, C., Neiger, B. (2014). Evaluating Programs That Address Ideological Issues: Ethical and Practical Considerations for Practitioners and Evaluators. *Health Promotions Practice*, 2, 161-167
- 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(3):419-431
- Tufford, L., Newman, P. A., Brennan, D. J., Craig, S. L., & Woodford, M. R. (2012). Conducting research with lesbian, gay, and bisexual populations: Navigating research ethics board reviews. *Journal of Gay & Lesbian Social Services*, 24(3), 221-240.
- Solomon, B. (2002) Accountability in Public Child Welfare: Linking Program Theory, Program Specification and Program Evaluation. *Children and Youth Services Review* 24(6/7): 385-407

Webinars:

- Using Logic Models for Evaluation Planning. Capacity for Health & Shared Action at Capacity for Health, and Shared Action at <http://www.sharedaction.org/webinars/Logic%20Models2012/lib/playback.html>
- Developing an Evaluation Plan, Capacity for Health at http://www.youtube.com/watch?feature=player_detailpage&v=7ca_sY-BrR0 (retrieved on May 8, 2016)

- **Evaluation Questions and Evaluation Types On-line Learning Modules (2 modules)**

Week 3, May 22: Class Content/Topic: Formulating Evaluation Questions
Types of Design: Need, Process, Formative

Assignment Due: **2 Learning Modules Due:** Evaluation Questions and Evaluation Types

In-class activities: Small group discussions facilitated by students using their questions on weekly readings
In small groups students will develop evaluation questions

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

- *Royse, Thyer and Padgett: Chapters 3 and Chap 5, (pp 112-122)
 - *NIDA-Chapters 3 & 4 (Developing Questions)
 - * 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.
 - *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.
 - Formative Assessment Webinar with Case study HIV+ Capacity for Health: <https://youtu.be/NwRRnhp7d1g>
 - **Evaluation Design Rigor On-line Learning Module**
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Week 4, May 29: - NO CLASS-Memorial Day

Assignment Due: **Program description paper by 11:59pm on May 29th via email**

Week 5 , June 5: Class Content/Topic: Types of Evaluations: Outcome/Impact, Efficiency, Satisfaction
Research designs: experimental, quasi-experimental, etc.

Assignment Due: **Learning Module Due:** Evaluation Design Rigor

In-class activities: Small group discussions facilitated by students using their questions on weekly reading
Students teams created for program evaluation proposal assignment(s)- choose program

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

- *Royse, Thyer and Padgett: Chapter 6, 7, 9 and 10
 - *NIDA-Chapter 5 (Research Design)
 - *Ssewamala, F., Alicea, S., Bannon, W., & Ismayilova, L. (2008). A novel economic intervention to reduce HIV risks among school-going AIDS orphans in rural Uganda. *Journal of Adolescent Health*, 42, 102-104.
 - * 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
 - **Sampling Method On-line Learning Modules**
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Week 6, June 12: Class Content/Topic: Research Design Cont'd
Sampling, protection of human subjects & informed consents

Assignment Due: **Learning Module Due: :** Sampling Method

In-class activities: Small group discussions facilitated by students using their questions on weekly reading

Work on evaluation proposals/consultation

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

- *Royse, Thyer and Padgett: Chapter 8
- *Buttell, F., & Carney, M. (2006). A large sample evaluation of a court-mandated batterer intervention program: investigating differential program effect for African American and Caucasian men. *Research on Social Work Practice* 16(2): 121-131
- *DeSena, A, 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 and Neglect* 29(6):627-643
- *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.
- Behavioral Sciences IRB web site: <http://research-compliance.umich.edu/human-subjects> (Click on IRB-HSBS, then scroll down to references and resources click on 'Intro to Human Subjects Research Protection' (Guide))
- **Data Collection On-line Learning Modules**

**Week 7, June 19: Class Content/Topic: Measurement & measurement issues in evaluation
Data Collection & Management**

Assignment Due: **Homework Assignment 2 due**-questions, design, sample & lit review

Learning Module Due: Data Collection

In-class activities: Small group discussions facilitated by students using their questions on weekly reading
Work on evaluation proposals/consultation

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

- *Royse, Thyer and Padgett: Chapter 11 and 12
- *NIDA-Chapters 6 & 7 (Measurement & Data Collection)
- *Polinsky, M et al., (2013) Development and Validation of a Wraparound Parent Partner Fidelity Tool. *Social Work Research* 37(2):111-120.
- *Kosoko O., et al., (2006). Promoting cultural proficiency in researchers to enhance the recruitment and participation of minority populations in research: Development and refinement of survey instruments. *Evaluation and Program Planning* 29:227-235
- Webinar: Conducting a focus group at http://www.youtube.com/watch?v=-27WjZVDIbk&feature=player_detailpage
- Community Tool Box-Conducting Focus Groups – http://ctb.ku.edu/en/tablecontents/sub_section_main_1018.aspx
- Standardized Instrument Search at <http://guides.lib.umich.edu/tests> or <http://www.eric.ed.gov/>

**Week 8, June 26: Class Content/Topic: Qualitative Studies: Design & Analysis
Mixed Methods
Homework Assignment 2: Discussion & Consultation**

Assignment Due: None

In-class activities: Small group discussions facilitated by students using their questions on weekly reading
Small group exercise Qualitative & Quantitative Method
Work on evaluation proposals (Homework Assignment 2: Discussion & Consultation)

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

Qualitative Studies- *Design & Analysis*

- *Royse, Thyer and Padgett: Chapter 4

- *Davidson, B. (1997) Service needs of relative caregivers: A Qualitative analysis. *Families in Society* 78(5): 502-510
- *Wahab, S. (2005) Navigating Mixed-Theory Programs: Lessons Learned from a Prostitution-Diversion Project. *Affilia* 20(2):203-221
- *Ansary, S. J., Perkins, D. F., & Nelson, J. (2004). Interpreting outcomes: Using focus groups in evaluation research. *Family Relations*, 53(3), 310-316.

Mixed Methods

- * Engel, R.A. and Schutt, R. K. (2013). Chapter 12 in *The Practice of Research in Social Work*. 3rd Edition.
- * Campbell, Patterson, & Bybee. (2011). Using mixed methods to evaluate a community intervention for sexual assault survivors: A methodological tale, *Violence against Women*, 17(3), 376- 388.
- * Johnston (2014) Surviving Critical Illness: New Insights From Mixed-Methods Research. *Smith College Studies in Social Work*, 84:1, 76-106
- * Teasley, et a;. (2012) Perceived Barriers and Facilitators to School Social Work Practice: A Mixed-Methods Study *Children & Schools*; 34(3) 145-153

• **Statistical Tests On-line Learning Modules**

Other recommended readings

- *Lazzari, M., Amundson, K., & Jackson, R. (2005) “We Are More than Jailbirds”: An Arts Program for Incarcerated Young Women. *Affilia* 20(2): 169-185

Week 9, July 3: Class Content/Topic: Quantitative Analysis

Assignment Due: Statistical Tests On-line Learning Modules

In-class activities: Small group discussions facilitated by students using their questions on weekly reading
In small groups-what statistical test to use/work on evaluation proposals (focus on analysis)

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

- *Royse, Thyer and Padgett: Chapter 14
- * NIDA-Chapter 8 (Analysis)
- *Cokley et al (2015). The roles of gender stigma consciousness, imposter phenomenon and academic self concept in academic outcomes of women and men. *Sex Roles*, 73 (9-10) 414-426
- *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.

Webinars

- How to use excel for data analysis at http://www.youtube.com/watch?feature=player_detailpage&v=z16A63Hsqz0
- Tour of Excel http://www.youtube.com/watch?v=YiNHBeu_WJI&feature=player_detailpage
- **Homework assignment 3 handed out in class:** data analysis exercises/draft of evaluation proposal analysis

Other recommended readings

- Fitch, D. & Grogan-Kaylor, A. (2012). Using agency data for evidence-based programming: A university–agency Collaboration. *Evaluation and Program Planning*, 35, 105-112.
- 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.

Week 10, July 10: Class Content/Topic: Quantitative Analysis/Data Visualization Cont'd & Consultation Reporting and utilizing findings and results

Assignments Due: Homework assignment 3: data analysis exercises

In-class activities: Small group discussions facilitated by students using their questions on weekly reading
 Review Homework 3-data analysis exercises and draft data analysis plan
 Work on evaluation proposals

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

- *Royse, Thyer and Padgett: Chapter 15
- *NIDA-Chapter 9 (Reporting & Using Findings)
- *Mowbray, CT., Bybee, D., Collins, ME, Levine, P. (1998). Optimizing Evaluation Quality and Utility Under Resource Constraints. *Evaluation and Program Planning* 21 (1): 59-71
- * 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.
- Program Managers Guide to Evaluation Second Edition Chapter 9- CANVAS

Week 11, July 17: Class Content/Topic: Empowerment Participatory Approaches & Presentations**Assignment Due: Evaluation Proposal Presentations as assigned (5)**

In-class activities: Small group discussions facilitated by students using their questions on weekly reading
 Proposal presentations by student teams
 Empowerment Participatory Approach exercise in big group

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

- *Letiecq, B., and Schmalzbauer, L. (2012) Community-based participatory research with Mexican migrants in a new rural destination: A good fit? *Action Research September 10: 244-259*
- *Chen, S., Poland, B., Skinner, H. (2007). Youth Voices: Evaluation of Participatory Research. *Canadian Journal of Evaluation*. 22, pp. 125-150.
- *Quintanilla, G & Packard T (2002) A Participatory Evaluation of an Inner-City Science Enrichment Program. *Evaluation and Program Planning* 25:15-22

Week 12, July 24: LAST Day Of Class: Class Content/Topic: Presentations/Wrap up**Assignment Due: Evaluation Proposal Presentations as assigned (5)
 Final Paper Due- Program Evaluation Proposal**

In-class activities: Proposal presentations by student teams
 Sustaining support for evaluation, feedback and closure

Week 13, July 31: Exam Period- return final papers and presentations