

**Spring/Summer 2017**

COURSE TITLE: **Evaluation in Social Work**  
COURSE NUMBER: **SW683-003, Tuesday 1pm to 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](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](mailto: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

Students will work on assignments in class in small groups. Students will have an opportunity to gather feedback on their deliverables in class from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading. Course objectives are listed in *italics*.

### **Program Specification Using Logic Model (30 points). Due Friday May 26 5pm**

*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 (30 points). Students who have mastered logic modeling can choose to complete this alternate assignment. Students will develop 10 slides to reflect a program's theory of change, output metrics, outcome metrics, and impacts. The student will present the slides to the class.

### **Program Evaluation Plan (20 points). Due Friday June 16 5pm**

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

### **Data Collection Activity (20 points). Due Friday July 14 5pm**

*To recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.* Students will work in small groups or on their own to collect data for their evaluation project. Data will be analyzed using SPSS, Excel or manually for themes. Students are expected to document the data collection process. A question template will be provided. 2-page single spaced limit presented as a report with headers.

### **Dissemination of Results (30 points). Due Friday July 28 5pm**

*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 grounded in data visualization principles. The slides will be presented to the class. The students will facilitate a data interpretation session of results with classmates and with the community client (as feasible).

## Texts

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)

- 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.

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### **L1 May 9: Introduction to the course, program evaluation**

Overview of student expectations and career plan, program evaluation definition, evaluation practices within field of social work, evaluation practice standards and NASW Code, a case study of metrics of success, introduction to community based class project options.

- Royse Chapter 1: Introduction
  - Carmen, J. (2007) Evaluation Practice among Community-Based Organizations. *American Journal of Evaluation*, 28 (1), 60-75.
  - Mathie, A. and Greene, J. (1997, Seminal Article) Stakeholder Participation in Evaluation: How Important is Diversity? *Evaluation and Program Planning*, 20(3), 279-285.
  - NASW Code of Ethics, Evaluation-relevant standards.
  - Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.
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### **L2 May 16: Logic Modeling (part 1)**

Program theory of change, inputs, outputs and outcomes, work session to begin to draft program logic model, life cycle/stages of an organization

- Gather information for logic model work session
  - Holley, M., Recchia, C., and Bickstette, V. (2016). Measuring What Matters: Five Grant Performance Traps and How to avoid them. Stanford Social Innovation Review.
  - W. K. Kellogg Foundation Logic Model Development Guide (seminal) <http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf>
  - Review sample logic models (on-line and on canvas) and decide on program for logic model
  - Manley, P. Nonprofit Life Stages and Why They Matter, *Emerging Program Institute* (2007)
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### **L3 May 23: Logic modeling (part 2)**

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).

- *Web-Module*: Evaluation Questions
  - 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 non-profits. *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.
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### **L4 May 30: Evaluation planning (part 1)**

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.

- Royse Chapter 5: Formative and Process Evaluation
  - Royse Chapter 7: Client Satisfaction
  - *Web-module*: Evaluation Types
  - 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>
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### **L5 June 6: Evaluation planning (part 2)**

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.

- Royse Chapter 6: Single System Research Designs
  - Royse Chapter 9: Group Designs
  - *Web-module*: Evaluation Design Rigor
  - Hsieh, C. (2006). Using client satisfaction to improve case management services for the elderly. *Research on Social Work Practice*, 16(6), 605-612.
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### **L6 June 13: Quantitative Data Collection Methods**

Where to find standardized scales. Understanding reliability and validity test results. Designing customer satisfaction survey items.

- 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/>
  - Garofalo, R. (2012). Life skills: Evaluation of a theory-driven behavioral HIV prevention intervention for young transgender women. *Journal of Urban Health*, 89, 419-431.
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### **L7 June 20: Analyzing Quantitative Data**

Work session to develop a program evaluation analysis plans. Create a database and enter data. Use SPSS to generate descriptive and bi-variate statistics to answer key evaluation questions.

- Royse Chapter 14: Data Analysis
  - *Web-module*: Statistical Tests.
  - Dabbling in the Data: A Hands-on-Guide to Participatory Data Analysis, [www.publicprofit.net](http://www.publicprofit.net)
  - Rockinson-Szapkiw, A. (2013). *Statistics Guide*
  - *SPSS Tutorial*
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### **L8 June 27: Qualitative Data Collection**

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.

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
  - Davies, R. and Dart, J., (2005) Most Significant Change Technique: A Guide to its Use.
  - Dean, D.L. (2015) How to Use Focus Groups, J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds), Handbook of Practical Program Evaluation (Fourth Edition), San Francisco: Jossey-Bass, 338-350.
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**July 4 Holiday. No class.**

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### **L9 July 11: Analyzing Qualitative Data**

Work session to analyze student most significant change stories for themes.

- How to Create a Successful Story Banking Program (2015), Issue Brief Families USA
  - 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.
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### **L10 July 18: Data Visualization**

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

- Chart Chooser
  - Data Visualization Principles and Checklist
  - Dr. Stephanie Evergreen lecture on Data Visualization
  - Gugelev, A. and Stern, A. (2015) What is your endgame? *Stanford Social Innovation Review*.
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### **L11 July 25: Last Class, Wrap-up**

Finish data visualization slides. Peer-review.

- Student presentation of data using data visualization principles
  - Review licensing exam questions
  - Integrate program evaluation skills into career plan, resume
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