PART 1: COURSE STATEMENT

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 )
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.)

Course Design: The course will use multiple pedagogical methods including short lectures, active and reflective learning, group discussions, and case studies. To promote active and reflective learning, students will apply course concepts during in-class discussions. Guest presenters will address some course topics.
Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and diversity:** Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender, [including gender identity and gender expression], 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.

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. 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, and presentations). 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.
PART 2: CLASS REQUIREMENTS

Course Materials:
There is one required text, some supplemental materials, and several journal articles. The text is available through the Ulrich’s Book Store or can be ordered online. The required supplemental materials and articles are available on Canvas. They are organized according to the session when they will be discussed in class. It is highly recommended you obtain a binder to organize the resources you will be given.

Required Text

Required Supplemental Materials


Required Articles
Each week, you will be required to read two journal articles that are related to the focus of the required and supplemental texts.

Additional Resources (available at the Graduate Library)


Course Assignments and Expectations:
Students are expected to complete all reading assignments prior to the appropriate class and to use them as the basis for informed participation in class discussions. It is expected that students will submit work promptly. Failure to meet these expectations will result in a reduction in grades.

Course expectations include completion of five assignments that will be weighted in the following manner:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion Facilitation</td>
<td>(Date to be assigned)</td>
<td>10%</td>
</tr>
<tr>
<td>Program Specification</td>
<td>(Due 1-31-18)</td>
<td>20%</td>
</tr>
<tr>
<td>Measurement Critique</td>
<td>(Due 2-14-18)</td>
<td>20%</td>
</tr>
<tr>
<td>Sampling and Research Design Plan</td>
<td>(Due 3-14-18)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper/Presentation</td>
<td>(Due 4-11-18)</td>
<td>30%</td>
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Class Discussion Facilitation: Each student will take responsibility for developing questions that critique the assigned articles for one class. These questions should be distributed at the beginning of class and the student will lead the class discussion.

Program Specification: Students will work with their field instructor to select a program or problem within the agency for evaluation. They will be asked to design a logic model for the program and to answer a series of questions about the program including: 1) the client and/or system conditions that the program attempts to address; 2) a delineation of the major program components including their assumptions, theoretical base, empirical base, and practice rationale; 3) a listing of the program’s stated goals and objectives; 4) a description of the major program processes and/or activities; and 5) an enumeration of both the expected immediate and long-term outcomes and a rationale for why these are expected to occur.

Measurement Critique: Students will identify an instrument that they might use in the evaluation of the program described in the first assignment. They will then be asked to discuss the theory base used in the development of the instrument; the populations/samples upon whom the instrument was developed and/or standardized; the steps taken to ensure the reliability and validity of the measure; and the instrument’s directness, reactivity, sensitivity to change and ease of administration and completion.

Sampling and Research Design Plan: Students will identify a design and sampling plan that they might use in the evaluation of the program described in the first assignment. The design part of this paper will include a description of the research design which will be used and, if applicable, how the student would form the proposed research groups. Students will also be asked to discuss the strengths and limitations of the chosen design in terms of its ability to answer the evaluation question under study. In the sampling part of this paper, students will be asked to formally identify the population of interest and the sample they would use in their evaluation, including a discussion of the type of sampling to be utilized, a description of how this sampling technique will be implemented, and anticipated problems in gathering the sample or with sample attrition.

Final Paper or Presentation: Building upon and augmenting the work already done during the semester, and utilizing readings and classroom activities, students will present a final evaluation proposal. It will incorporate information from the program description, measurement, and design and sample papers already completed. In addition, students will be asked to incorporate a number
of additional tasks, including an articulation of the major research questions, the assumptions of the proposed study, the probable data collection strategy, as well as an analytic plan. Also, students will be asked to discuss the limitations of their proposed study, as well as to report on how they propose to use program staff at each stage of the evaluation process.

All assignments will be discussed in detail in class prior to their due date. Since each assignment relates to an important step in the evaluation process, and builds on the assignment that precedes it, students are urged to contact the instructor if they wish to discuss their ideas prior to submission or to discuss issues after their papers are returned to them. It is strongly suggested that students follow the outline provided by the instructor when completing each of the assignments, as these will be detailed and provide the student with a blueprint for successful completion of the paper.

All assignments must be typed, double spaced, and use appropriate American Psychological Association referencing and bibliographic formats. Papers should have title pages, page numbers and should be proofread prior to submission, since the quality of the paper will be impacted by its visual presentation and the use of proper grammar and spelling.

**Deadline Expectations:** All assignments are due by 11:55pm on the due date specified. Late assignments will receive a reduced grade.

**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.

Final grades will be determined by multiplying the worth of each assignment 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. Student attendance and participation may also be factored into the score after this calculation has been completed.
PART 3: ADDITIONAL COURSE INFORMATION

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.

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 knows 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.

Attendance:
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 serious health problems that can be documented, unanticipated family emergencies, and observance of religious holy days. Any such absences or tardiness should be discussed directly with the course instructor, and students must make arrangements to complete class work which is missed.

Safety and Emergency Preparedness:
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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA compliance@umich.edu.
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. Click here to read more about the School of Social Work’s emergency policies and procedures.

Additional resources:
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

Mental Health and Well-being:
The University of Michigan is committed to advancing the mental health and well being of all 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
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching Evaluations:
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of Names and Pronouns:
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

Accommodations for Students with Disabilities:
If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of
appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/spiritual Observances:
An overview of the process for students who have conflicts with religious observances:
● Students are responsible for work acquired during their absence
● Students will have a reasonable alternative opportunity to complete any academic work
● Reasonable notice must be given to faculty before drop/add deadline of term
● Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Military Deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Writing Skills and Expectations:
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance
Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Academic Integrity and Plagiarism
Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.
PART 4: TOPICAL OUTLINE (an asterisk indicates readings for class discussion):

Jan. 3  
**Session 1:** Introductions and Course Overview

**Readings**

Jan. 10  
**Session 2:** Assessing the Need for a Program, Stakeholders, and Ethics

**Readings**
Royse, Thyer, Padgett, & Logan: Chapter 1(Introduction), Chapter 2 (Ethical Issues in Program Evaluation, and 3 (Needs Assessment)


Jan. 17  
**Session 3:** Dissecting and Specifying Programs

**Readings**
Weiss: Chapter 3 (Understanding the Program)


Jan. 24  
**Session 4:** Measurement: Part 1

**Readings**
Royse, Thyer, Padgett, & Logan: Chapter 11 (Measurement Tools and Strategies) and Chapter 12 (Illustrations of Instruments)


Jan 31  **Session 5: Measurement: Part 2 (Program Specification Assignment Due)**

**Readings**
Royse, Thyer, Padgett, & Logan: Chapter 7 (Client Satisfaction)


Feb. 7  **Session 6: Formative and Process Evaluation**

**Readings**
Royse, Thyer, Padgett, & Logan: Chapter 5 (Formative and Process Evaluation)


Feb. 14  **Session 7: Sampling (Measurement Assignment Due)**

**Readings**
Royse, Thyer, Padgett, & Logan: Chapter 8 (Sampling)


February 21  **Session 8:** Group Research Designs

**Readings**  
Royse, Thyer, Padgett, & Logan: Chapter 9 (Group Research Designs)


February 28  **Session 9:** WINTER BREAK

March 7  **Session 10:** Single System Research Designs

**Readings**  
Royse, Thyer, Padgett, & Logan: Chapter 6 (Single System Research Designs)


March 14  **Session 11:** Qualitative and Mixed Methods  (**Sampling and Research Design Assignment Due**)

**Readings**  
Royse, Thyer, Padgett, & Logan: Chapter 4 (Qualitative and Mixed Methods in Evaluation)


March 21  Session 12: Data Analysis

Readings
Royse, Thyer, Padgett, & Logan: Chapter 14 (Data Analysis)


March 28  Session 13: Writing and Presenting Evaluation Proposals and Results

Readings
Royse, Thyer, Padgett, & Logan: Chapter 15 (Writing Evaluation Proposals, Reports, and Journal Articles)


April 4  Session 14: Cost and Pragmatic Issues in Evaluation

Readings
Royse, Thyer, Padgett, & Logan: Chapter 10 (Cost-Effectiveness and Cost Analysis) and Chapter 13 (Pragmatic Issues)


April 11  Session 15: Final Class (Final Paper/Presentation Due).