



COURSE SYLLABUS

Course Title:	Evaluation in Social Work
Course #, Section, Term:	SW 683, Section 002, Fall 2018
Time:	Wednesdays, 5pm-8pm
Location:	SSWB 2629
Credit hours:	3
Prerequisites:	SW 522 or permission of instructor
Instructor:	Katrina R. Ellis, PhD, MPH, MSW
Email:	kahe@umich.edu (Include "SW 683" in the subject of email)
Office phone:	(734) 615-3487
Office hours:	SSWB 3849, Wednesdays 2:00-3:30pm*; by appointment *except 9/5, 9/12, 10/3, 11/7, 11/21 or 12/5; alternative times TBD

PART I: 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 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.

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 this 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.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)
2. Specify a program for evaluation and its theory of change. (Practice Behaviors 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)

4. Plan an evaluation of social work practice. (Practice Behaviors 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS)
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.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)

Course Design

The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and experiential exercises. Guest speakers may be invited to address special topics.

Relationship of the Course to Four Curricular Themes

- Behavioral and Social Science Research: 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.
- Multiculturalism & 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.
- Promotion, Prevention, Treatment & Rehabilitation: 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 Justice: 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.

Relationship to SW 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).

Intensive Focus on 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.

PART 2: COURSE REQUIREMENTS

Course Materials

The required course materials include: a textbook, supplemental materials, journal articles, and web modules. The required text is available through the Ulrich's Book Store or can be ordered online. The supplemental materials and journal articles are available on Canvas. They are organized according the session when they will be discussed in class. Web modules were designed to support out-of-class learning and supplement the SW683 readings. Other resources are available online or at the graduate library as noted.

Please Note: The instructor reserves the right to adjust aspects of the syllabus as needed, including, but not limited to, readings and assignment descriptions.

Required Text

Smith, M.J. (2010). *Handbook of program evaluation for social work and health professionals*. New York, NY: Oxford University Press.

Supplemental Texts

NASW Code of Ethics (2008). Section 5.02 Research and Evaluation.

Royce, D., Thyer, B., & Padgett, D. (2010). *Program evaluation: An Introduction* (5th ed.) Wadsworth Cengage Learning: United States. [note: 6th edition also available]

W. K. Kellogg Foundation (2010). *Logic model development guide*. Battle Creek, MI: W.K Kellogg Foundation.

W. K. Kellogg Foundation (2004). *Evaluation handbook*. Battle Creek, MI: W.K Kellogg Foundation.

W. K. Kellogg Foundation (2004). *The step-by-step guide to evaluation: How to become saavy evaluation consumers*. Battle Creek, MI: W.K Kellogg Foundation.

Journal Articles

Journal articles are used to compliment the course texts.

Web Modules

Web modules can be found here: <https://ssw.umich.edu/my-ssw/msw-forms/modules>.

Other Helpful Resources

Grinnell, R., Gabor, P., & Unrau, Y. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.

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

Rosenthal, J. (2012). *Statistics and data interpretation for social work*. New York, NY: Springer Publishing Company.
 Newcomer, K.E., Hatry, P.H., & Wholey, J.S. (Eds.). (2015). *Handbook of practical program evaluation* (4th ed.). Hoboken, NJ: Jossey-Bass.

Course Expectations & Assignments

Students are expected to complete all assigned readings and web modules 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.

All assignments will be submitted on Canvas, except where noted.

Students will be evaluated on their attendance and participation, web module completion, and completion of assignments that will be weighted in the following manner:

	<u>Maximum Points</u>
Class Attendance & Participation:	10
Class Discussion Facilitation:	10
Completion of Web Modules:	10
Client Interview & Guided Summary:	15
Logic Model:	15
Data Collection & Measurement:	10
Evaluation Plan:	20
Final Presentation:	<u>10</u>
	100 points

Attendance & Participation – 10%

Attendance is necessary but not sufficient for engaging fully in course material. Participation is assessed by level of engagement in the course, including group activities, providing feedback to colleagues, and contribution to class discussion.

Class Discussion Facilitation – 10%

Working in groups of 2 or 3, students will take responsibility for developing questions and leading discussions on specific weekly readings. These readings are designated with an asterisk (*) in the class schedule (readings for Week 9 will be based upon class interests and will be decided by Week 6). Student facilitations will begin the 3rd week of class and last approximately 25 minutes. Students will sign-up for articles/dates of facilitation during week 1. We will discuss this assignment during our first class meeting and more details will be uploaded to Canvas by Week 2. Questions for discussion are due on Canvas by 12pm on the student’s assigned facilitation date.

Completion of Web Modules – 10%

Throughout this course, students will upload certificates of completion to Canvas for 6 evaluation modules. The modules are designed to be approximately 20 minutes. The due dates for uploading certifications of completion to Canvas are listed here and in the Class Schedule section of the syllabus. The modules are as follows: Evaluation Questions (due Wednesday, September 12th), Evaluation Types (due Wednesday, September 19th), Evaluation Design Rigor

(due Wednesday, October 10th), Sampling Methods (due Wednesday, October 10th), Data Collection Methods (due Wednesday, October 17th), and Statistical Tests (due Wednesday, November 7th). One (1) point will be given for the completion of each individual module and four (4) points will be given for the completion of all six modules.

Client Interview and Summary Report – 15%

Students will work with their field instructor to select a program or problem within the agency for evaluation. Students will complete a client interview (likely with the field instructor) and write a summary report that will be used to guide their work this semester (i.e., logic model, data collection and measurement, evaluation plan, and final presentation). We will discuss this assignment during our first class meeting and more details will be uploaded to Canvas by Week 2. A draft of this assignment is due for class discussion on Week 3. The final summary report is due on Canvas by 12pm on Wednesday, September 26th.

Logic Model – 15%

The purpose of a logic model is 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. Inputs or resources: a description of program participants, need, target population, community partners, funding or system conditions that led to the need for the program
2. Planned activities: major program components, detailed activities, tasks, actions, and events undertaken to change, prevent or treat the problem or need
3. Outputs: tangible products resulting from activities
4. Outcomes: expected program outcomes that may be defined as short-term, immediate, and/or long term
5. Relationships between the activities, outputs, and outcomes through the use of arrows or other visual cues to show which activities lead to which outputs and which outputs lead to which outcomes

In addition to the one-page model, students will also write a brief description of the model (no more than .5 page, single-spaced). Citations for references and resources used in the development of the logic model (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) should be provided in APA format.

The logic model will be re-submitted as part of the Evaluation Plan at the end of the semester. More details about the assignment will be provided during class and uploaded to Canvas by Week 3. The logic model is due on Canvas by 12pm on Friday, October 5th.

Data Collection & Measurement – 10%

Students will write a 1-2 page single-spaced description of how and where they will get data for evaluation of the program described in their summary report and the measures that will be used to collect the data. As part of this work, students should identify an instrument that they *would like to* use for evaluating the program and a second instrument that *could be* used in the evaluation of the program. They will then be asked to compare and contrast each instrument and justify their preferred selection. The discussion of the instruments should attend to the following: 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 ease of administration and completion. More details about the assignment will be provided during class and uploaded to Canvas by Week 6. The data collection and measurement summary is due on Canvas by 12pm on Friday, November 9th.

Evaluation Plan – 20%

Each student will design a 3 – 5 page single-spaced Program Evaluation Plan for the program specified. Students should identify and choose the type of evaluation that is appropriate to answer questions compatible with a program’s developmental stage. Components of the plan will include:

1. 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
6. Plan for reporting and utilizing the results (i.e., dissemination & implementation)

More details about the assignment will be provided during class and uploaded to Canvas by Week 4. The evaluation plan is due by 8pm on Thursday, December 13th.

Final Presentation – 10%

Students will prepare a professional presentation of their evaluation plan. The presentation will last approximately 10 minutes and will include 5 minutes for questions. More details about the assignment will be provided during class and uploaded to Canvas by Week 8. Oral presentations will be delivered in class on November 28th & December 5th.

Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Attendance & Participation	10%
Class Discussion Facilitation	10%
Completion of Web Modules	10%
Client Interview & Summary Report	15%
Logic Model	15%
Data Collection & Measurement	10%
Evaluation Plan	20%
Final Presentation	10%
Total	100%

Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

See also: MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#), [Student Grievance Procedures](#) and the [Policy for Grading in Special Circumstances](#).

Attendance

Attendance is necessary but not sufficient for engaging fully in course material. Participation is assessed by level of engagement in the course, including group activities, providing feedback to

colleagues, and contribution to class discussion. Unapproved and disruptive use of technology (e.g., phones and laptops) during class time will negatively impact participation grades (see “Electronic Devices” on page 7 for more information).

Excessive absences (2 or more) and routine tardiness will result in a lower grade. If personal or professional circumstances require your absence from class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Late Assignments

Assignments are due at or before the dates listed on the syllabus. **All assignments will be submitted on Canvas, except where noted.**

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

Assignment Grade Dispute Process

If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting me. Challenges must be in writing (not verbal), must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Electronic Devices

In consideration of your classmates and your own learning, please mute all devices during class. If you must be on call for personal or work reasons, let callers know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus and your level of productivity. Computer use during class time that supports the mission of the course (e.g. taking notes) is encouraged. There will be times that I ask for screens down during some parts of the class and compliance is expected. Your final grade will be affected by your use of electronics during class time for activities not relevant to the course.

Writing Skills and Expectations

Strong writing and communication skills are essential to students’ academic success and professional career. I will consider writing quality in grading. Proofread written work carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

The Writing Coordinator for the School of Social Work is open to meeting with students during the writing process. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. The Writing Coordinator’s office is housed within the Career Services Office.

For more information or to schedule an appointment, contact:

SSW Writing Assistance

Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

Here are a two additional campus resources (there may be others):

- English Language Institute: <http://www.lsa.umich.edu/eli>
- The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

Finally, Purdue University's OWL website <https://owl.english.purdue.edu/owl/> is an excellent resource for general writing and formatting advice.

Unless otherwise noted, all assignments should be submitted using APA style formatting.

<http://www.apastyle.org/>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Library Resources

The University of Michigan has an extensive library system located across the University's campus. A number of helpful resources have been curated for Social Work research:

For course guides, tutorials, list of Social Work journal databases and article indexes, visit the [Social Work Research Guide](#).

For online social work journals and newspapers, please visit [UM Library Social Work Journals and Newspapers](#).

More information can be found here: <https://ssw.umich.edu/offices/library>

PART III: CLASS SCHEDULE

Week (W) Date	Content	Required Material	Optional Material
W1 9/5/18	Introduction to Course and to Program Evaluation;	<ul style="list-style-type: none"> • Smith Chapter 1: Introduction to Program Evaluation • NASW Code of Ethics, Evaluation-relevant standards. 	<ul style="list-style-type: none"> • Carmen, J. (2007) Evaluation Practice among Community-Based Organizations. <i>American Journal of Evaluation</i>, 28(1), 60-75. • W.K. Kellogg Foundation Evaluation Handbook – Chapter 2 – How We Got Here pgs. 12-21
W2 9/12/18	Independent Workshop Session (No formal class meeting; students may meet with the instructor during this time upon request)	<p>There are two aims for this independent workshop session:</p> <ol style="list-style-type: none"> 1. Provide students with protected time to begin conceptualizing and planning an evaluation that will be the primary focus of their course assignments this term. Students will complete a client interview and write a summary report that will be used to guide their evaluation plan. A draft for discussion is due for discussion in class on Week 3. The final draft is due Week 4. 2. Increase student understanding of types of evaluation questions. On Wednesday, September 12th, there will be an all-school event - <i>We the People: Advocacy for Inclusive and Anti-Racist Politics</i>. Students are be asked to create evaluation questions (2-4) that could be used to evaluate this event. Bring these questions to class Week 3 for an in-class exercise. <p>ASSIGNMENT DUE: Evaluation Questions Module by 12pm Wednesday, September 12th.</p>	

Week (W) Date	Content	Required Material	Optional Material
W3 9/19/18	Evaluation Types & Ethics; Role of Culture & Context	<ul style="list-style-type: none"> • Smith Chapter 2: Types of Program Evaluation Studies * Harmon, A. (2010, April 21). <i>Indian tribe wins fight to limit research of its DNA</i>. New York Times. * Nelson-Barber, S., LaFrance, J., Trumbull, & Aburto, S. (2005). Promoting culturally reliable and valid evaluation practice. In S. Hood, R. Hopson, & H. Frierson (Eds.), <i>The Role of Culture and Cultural Context: A Mandate for Inclusion, Discovery of Truth and Understanding in Evaluative Theory and Practice</i>. <p>ASSIGNMENT DUE: Evaluation Types Module by 12pm Wednesday, September 19th.</p> <p>DRAFT DUE (in class) of summary report of client interview for discussion.</p>	<ul style="list-style-type: none"> • W.K. Kellogg Foundation Step-by-Step Guide to Evaluation – Chapter 3, pgs. 24-36 • Holley, M., Recchia, C., and Bickstette, V. (2016). Measuring What Matters: Five Grant Performance Traps and How to Avoid them. Stanford Social Innovation Review.
W4 9/26/18	Describing the Program & Logic Modeling	<ul style="list-style-type: none"> • Smith Chapter 4: Describing the Program • W.K. Kellogg Foundation Step-by-Step Guide to Evaluation – Chapter 7 – Developing a Logic Model, Evaluation Questions, Measurement Framework and Evaluation Plan, pgs. 103-140 * Mulroy, E.A. & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. <i>Social Work</i>, 49(4), 573-586. * Wilcox, S., Laken, M., Parrott, A. W., Condrasky, M., Saunders, R., Addy, C. L., ... & Samuel, M. (2010). The faith, activity, and nutrition (FAN) program: design of a participatory research intervention to increase physical [continued below] 	<ul style="list-style-type: none"> • Royse Ch 5: Mission statement, goals, and objectives, pgs. 123-129 • Review sample logic models (on-line and on canvas) and decide on program for logic model • W. K. Kellogg Foundation Logic Model Development Guide • Manley, P. Nonprofit Life Stages and Why They Matter, <i>Emerging Program Institute</i> (2007) Manley, P. Nonprofit Life Stages and Why They Matter, <i>Emerging Program Institute</i> (2007)

Week (W) Date	Content	Required Material	Optional Material
		<p>activity and improve dietary habits in African American churches. <i>Contemporary Clinical Trials</i>, 31(4), 323-335.</p> <p>ASSIGNMENT DUE: Final summary report of client interview by 12pm on Friday, September 28th</p>	
W5 10/3/18	Formative Stages of Evaluation	<ul style="list-style-type: none"> • Smith Chapter 5: Needs Assessment Studies • Smith Chapter 6: Determining Program Goals • Smith Chapter 7: Formative Evaluations * Hall, M.N., Amodeo, M., Shaffer, H.J., & Vander Bilt, J. (2000). Social workers employed in substance abuse treatment agencies: A training needs assessment. <i>Social Work</i>, 45(2), 141-155. * Nolin, J., Wilburn, T., Wilburn, K., and Weaver, D. (2006). Health and social service needs of older adults: Implementing a community-based needs assessment. <i>Evaluation and Program Planning</i>, 29(3), 217-226. <p>ASSIGNMENT DUE: Logic Model by 12pm Friday, October 5th</p>	<ul style="list-style-type: none"> • W.K. Kellogg Evaluation Handbook – Chapter 4 – Overview of the Evaluation Process that Reflects Evaluative Thinking •
W6 10/10/18	Evaluation Design & Participatory Methods	<ul style="list-style-type: none"> • Smith Chapter 8: Designing the Evaluation Study * Braverman, M. T., & Arnold, M. E. (2008). An evaluator's balancing act: Making decisions about methodological rigor. <i>New Directions for Evaluation</i>, 2008(120), 71-86. * Clay, C., Ellis, M.A., Amodeo, M., Fassler, I., & Griffin, M.L. (2003). Recruiting a community sample of African-American subjects: The nuts and bolts of a successful effort. <i>Families in Society</i>, 84(3), 396-404. <p>[continued below]</p>	<ul style="list-style-type: none"> • Castro, F. G., Barrera, M., & Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. <i>Prevention Science</i>, 5(1), 41-45.

Week (W) Date	Content	Required Material	Optional Material
		<p>ASSIGNMENT DUE: Evaluation Design Rigor Module by 12pm Wednesday, October 10th</p> <p>ASSIGNMENT DUE: Sampling Methods Module by 12pm Wednesday, October 10th</p>	
W7 10/17/18	Qualitative Data Collection	<ul style="list-style-type: none"> • Royse Chapter 4: Qualitative and Mixed Methods in Evaluation * Lazzari, M., Amundson, K., & Jackson, R. (2005). "We are more than jailbirds": An arts program for incarcerated young women. <i>Affilia</i>, 20(2), 169-185. * Jackson, et al (2000). Derivation and pilot assessment of a health promotion program for Mandarin-speaking Chinese older adults. <i>International Journal of Aging and Human Development</i>, 50(2), 127-149. <p>ASSIGNMENT DUE: Data Collection Methods Module by 12pm Wednesday, October 17th</p>	<ul style="list-style-type: none"> • Davies, R. and Dart, J., (2005) Most Significant Change Technique: A Guide to its Use. Chapters 1-2
W8 10/24/18	Qualitative Data Analysis	<ul style="list-style-type: none"> • How to Create a Successful Story Banking Program (2015), Issue Brief Families USA * Wiley, A., Branscomb, K, and Wang, Y. (2007) Intentional Harmony in the Lives of Working Parents: Program Development and Evaluation, <i>Family Relations</i>, 56(3), 318-328. * Ansay, S. J., Perkins, D. F., & Nelson, C. J. (2004). Interpreting outcomes: Using focus groups in evaluation research. <i>Family Relations</i>, 53(3), 310-316. 	<ul style="list-style-type: none"> • Schaal, J. C., Lightfoot, A. F., Black, K. Z., Stein, K., White, S. B., Cothorn, C., ... & Mouw, M. S. (2016). Community-guided focus group analysis to examine cancer disparities. <i>Progress in community health partnerships: research, education, and action</i>, 10(1), 159. • See Canvas for additional resources on qualitative data analysis

Week (W) Date	Content	Required Material	Optional Material
W9 10/31/18	Quantitative Data Collection Methods	<ul style="list-style-type: none"> • Royse Chapter 11 (6th edition): Measurement Tools and Strategies * Journal Readings: TBD based on student interests 	<ul style="list-style-type: none"> • Royse Chapter 12 (6th edition): Selecting the Best Evaluation Measure for Your Project • Standardized Instrument Search at http://guides.lib.umich.edu/tests OR http://www.eric.ed.gov/ • IssueLab http://findresults.issuelab.org/
W10 11/7/18	Analyzing Quantitative Data; Building Evaluation Capacity	<ul style="list-style-type: none"> • Royse Ch 14 (5th edition): Data Analysis * Clayson, Z. C., Castañeda, X., Sanchez, E., & Brindis, C. (2002). Unequal power—changing landscapes: Negotiations between evaluation stakeholders in Latino communities. <i>American Journal of Evaluation</i>, 23(1), 33-44. * Despard, M. R. (2016). Strengthening Evaluation in Nonprofit Human Service Organizations: Results of a Capacity-Building Experiment. <i>Human Service Organizations: Management, Leadership & Governance</i>, 40(4), 352-368. <p>ASSIGNMENT DUE: Statistical Tests Module by 12pm Wednesday, November 7th</p> <p>ASSIGNMENT DUE: Data Collection & Measurement by 12pm Friday, November 9th</p>	<ul style="list-style-type: none"> • Smith Chapter 9: Implementing the Evaluation Study and Analyzing the Data, pgs. 303-323 • Rockinson-Szapkiw, A. (2013). Statistics Guide http://amandaszapkiw.com/elearning/statistics-guide/downloads/Statistics-Guide.pdf • SPSS Beginners Tutorials https://www.spss-tutorials.com/basics/ • Dabbling in the Data: A Hands-on-Guide to Participatory Data Analysis, www.publicprofit.net
W11 11/14/18	Evaluation Reporting & Pragmatic Issues in	<ul style="list-style-type: none"> • Smith Chapter 10: Writing the Report and Implementing the Findings * Evergreen, S., & Metzner, C. (2013). Design principles for data visualization in evaluation. In T. Azzam & S. 	<ul style="list-style-type: none"> • See Canvas for additional resources on data visualization

Week (W) Date	Content	Required Material	Optional Material
	Evaluation	<p>Evergreen (Eds.), Data visualization, part 2. New Directions for Evaluation, 140, 5–20.</p> <p>* Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: are implementation effects out of control? <i>Clinical Psychology Review</i>, 18(1), 23-45.</p>	
W12 11/21/18	No class – Recess begins at 5pm		
W13 11/28/18	Project Presentations & Evaluation Impact	<ul style="list-style-type: none"> • Mowbray, C. T., Bybee, D., Collins, M. E., & Levine, P. (1998). Optimizing Evaluation Quality and Utility under Resource Constraints. <i>Evaluation and Program Planning</i>, 21(1), 59-71. • Liket, K. C., Rey-Garcia, M., & Maas, K. (2014). Why aren't evaluations working and what to do about it: A framework for negotiating meaningful evaluation in nonprofits. <i>American Journal of Evaluation</i>, 35(2), 171-188. 	<ul style="list-style-type: none"> • Perrin, Burt. (2014) Think positively! And Make a Difference Through Evaluation. <i>Canadian Journal of Program Evaluation</i>. 29 (2). • Cabaj, M (2104) Evaluating Collective Impact: Five Simple Rules. <i>The Philanthropist</i>. Vol 26 (1). 109-124. • Wolff, T. (2016) Ten Places Where Collective Impact Gets it Wrong. <i>Global Journal of Community Psychology Practice</i>. Vol 7(1). www.gjcpp.org/en/resource.php?issue=21&resource=200
W14 12/5/18	Project Presentations & Wrap-Up	<ul style="list-style-type: none"> • No assigned readings 	
Exam/Paper Period (12/12 – 12/18)		ASSIGNMENT DUE: Evaluation Plan by 8pm Thursday, December 13 th	

PART III: ADDITIONAL INFORMATION AND RESOURCES


Communication with instructor

Email is the best way to reach the Instructor. Please anticipate 24-28 hours for a response for emails sent Monday-Friday, 9:00am-5:00pm. Evening and weekend emails may have a longer response time. Professional email etiquette is expected. Please address the instructor as “Dr. Ellis,” “Katrina,” or “Professor Ellis”. Include “**SW 683**” in the subject line to help ensure that your email is seen in a timely manner.

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

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 me before the second class period so that I 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.](#)

Students with children

The [Students with Children](#) website has information about the ways U-M supports the needs of students who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The site was created by the former Committee on Student Parent Issues (COSPI) and is maintained by the Work/Life Resource Center.

Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

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.](#)

Acknowledgement

Dr. Ellis would like to acknowledge the work of current and former School of Social Work faculty members for contributing to the development of this syllabus and course.