

<b>COURSE TITLE:</b>	<b>Evaluation in Social Work</b>
<b>COURSE NUMBER:</b>	683 (Fall 2018, Section 006, Class #28562)
<b>TIME &amp; PLACE</b>	Fridays, 2:00-5:00pm, Room , SSW Building
<b>CREDIT HOURS:</b>	3
<b>PREREQUISITES:</b>	SW 522 or permission of instructor
<b>INSTRUCTOR:</b>	Maureen Okasinski, MSW, LEO Intermittent Lecturer
<b>CONTACT DETAILS:</b>	SSWB - Rm. 3760 E-mail: mokasins@umich.edu Phone: 313 303.8911
<b>OFFICE HOURS:</b>	Fridays: 12-1:30pm or by appointment

This course syllabus was developed through a collaborative effort of instructors: Letha Chadiha, Julie Cushman, Roxanna Duntley-Matos, Maureen Okasinski, Janet Ray, Sue Savas, Joe Sean, and Daphne Watkins.

## I. COURSE STATEMENT

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### 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 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.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

## Theme Relation to 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.

## Theme Relation to 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.

## 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.

## 2. CLASS REQUIREMENTS

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**Text:** Grinnell, R, Gabor, P and Unrau, Yvonne. (2016). Program Evaluation for Social Workers. (7<sup>th</sup> Edition). Oxford Press.

The textbook is on reserve at the library and available through bookstore. All journal articles and other readings are posted in Canvas. Required readings are identified in this course syllabus and on the home page in Canvas. The list of required readings/views is dynamic—I may modify the dates or readings in response to student interest, new material availability or shifts in the schedule.

Students should complete text, audio and digital media consumption prior to the class for which they are assigned. Classroom discussion and activities are based on this expectation.

The Canvas home page will contain the up-to-date requirements. Periodic handouts and additional required readings will be assigned during the term. All will either be distributed in class and/or posted on Canvas. Updates are posted at least one week ahead of time in Pages.

Supplemental readings are also posted for student use. Students are encouraged to share new and useful material—I can upload these into our Canvas site.

### Other useful evaluation resources

- Royce, Thayer and Padgett (2010). Program Evaluation.
- Rosenthal, J. (2012) Statistics and Data Interpretation for Social Work, Springer Publishing Company: New York
- Centers for Disease Control Evaluation Manual, WK Kellogg Logic Model and Evaluation Handbooks
- Websites/orgs: American Evaluation Association, Better Evaluation, EvaluATE
- Blogs: Stephanie Evergreen, Ann Emory
- Podcasts: Adventures in Evaluation (James Coyle & Kylie Hutchinson)

### a. Tentative Schedule

*Schedule and reading may change according to class interests and needs. Changes will be shared in announcements and updated in relevant Canvas section.*

<b>Week 1</b> 9/7	Introduction to SW Evaluation	
<b>Week 2</b> 9/14	Evaluation Types	<ul style="list-style-type: none"> <li>• Grinell, Chapters 1 &amp; 2</li> <li>• <a href="#">online module-Type of Evaluation</a></li> </ul>
<b>Week 3</b> 9/21	The Steps Small groups: Participatory eval	<ul style="list-style-type: none"> <li>• Grinell, Chapter 3 &amp; 4</li> <li>• <a href="#">online modules-Evaluation Questions</a></li> </ul>
<b>Week 4</b> 9/28	Logic Models Small groups: Empowerment eval	<ul style="list-style-type: none"> <li>• Grinell, Chapter 7 &amp; 8</li> <li>• <a href="#">Online Module-Rigor</a></li> </ul>
<b>Week 5</b> 10/5	Focusing the Evaluation Small groups: client satisfaction	<ul style="list-style-type: none"> <li>• <a href="#">Grinell, Chapter 9</a></li> <li>• <a href="#">Online Module-Sampling Methods</a></li> </ul>
<b>Week 6</b> 10/12	Data Collection Methods Small groups: needs assessment	<ul style="list-style-type: none"> <li>• <a href="#">Online Module-Data Collection Methods</a></li> <li>• Grinell, Chapter 10</li> </ul>
<b>Week 7</b> 10/19	Ethics in Evaluation Small groups: cultural competence	<ul style="list-style-type: none"> <li>• Grinell, Chapters 5 &amp; 6</li> <li>• Online module-<a href="#">PEERS Certification</a></li> </ul>
<b>Week 8</b> 10/26	Data Analysis Small groups: fidelity/quality	<ul style="list-style-type: none"> <li>• Grinell, Chapter 11</li> <li>• <a href="#">Online Module-Statistical Tests</a></li> </ul>
<b>Week 9</b> 11/2	Group Work Day	
<b>Week 10</b> 11/9	Data Visualization Small groups: outcome	<ul style="list-style-type: none"> <li>• Evergreen, Data Visualization checklist &amp; blog posts</li> <li>• Grinell, Chapter 12</li> </ul>
<b>Week 11</b> 11/16	Justifying Conclusions Small groups: efficiency	<ul style="list-style-type: none"> <li>• Grinell, Chapter 13, 15</li> </ul>
<b>Week 12</b> 11/30	Ensuring Usage and Sharing Lessons Learned	<ul style="list-style-type: none"> <li>• Potent Presentations materials</li> </ul>
<b>Week 13</b> 12/7	Sharing Results	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Week 14</b>	12/12---Final Report due	

**b. Assignments**

The assignment description in the syllabus is a general overview. Details, formats and rubrics are found in Canvas Assignments. I expect your work to demonstrate concise yet thoughtful, evidence-based, integrative and deep work.

Assignment	Due date, submission type	Percent of overall grade
<b>Individual Assignments (50%)</b>		
1. Attendance and Participation	Weekly, observed	15%
2. Evaluation in Focus: scholarly journal article review and discussion	9/21-11/16, observed + Canvas	10%
3. Self-Study Modules	1. Types of Evaluation-9/14 2. Evaluation Questions-9/21 3. Design Rigor-9/28 4. Sampling-10/5 5. Data Collection-10/12 6. PEERS (or alternate)-10/19 7. Statistical Testing-10/26 Submitted in Canvas	20%
4. Logic Model	10/5, Canvas	5%
<b>Group Assignments (50%)</b>		
5. Evaluation Project Management Plan (assignment aide: toolkits G, B, C, D)	9/28, hard copy + Canvas	5%
6. Evaluation Plan (assignment aide: toolkit E)	10/12, Canvas	10%
7. Data Collection (assignment aides: toolkits H, I, M)	10/26-tool selection & protocol, Canvas + share in class 11/16-data collection done, share in class	10%
8. Evaluation Report (assignment aides: toolkits J, K, L)	11/30-draft hard copy, share in class 12/12-final, Canvas	10%
9. Presentation (assignment aides: Potent Presentation materials)	12/7, in class	10%

10. Teamwork assessment	12/7, hard copies	5%
If an evaluation team needs to deviate from the submission schedule above, prior approval is required by the instructor.		

**Assignments Overview (see Canvas for details and rubrics)**

**1. Preparation, Participation & Attendance**

A point is earned each session based on my observation of your preparation, participation and attendance. Students are expected to attend every class session, come on time, remain for the entire class period, participate in class discussions and exercises. Class time is planned to make the most of being together in a group. We discuss, make plans, reflect and practice our knowledge and skills and your prior-to-class reading of assigned materials. Your preparation, attendance and participation are essential to learning. Students are expected to fully engage in the course through discussion, activities, listening and leadership and contribute to a meaningful learning community. Points are earned each day.

If you are unable to attend a session, please communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices not related to class activities will see the impact in this grade. The SSW [Policy on Class Attendance](#) is found in the MSW Student Guide.

**2. Evaluation in Focus, scholarly journal article discussion**

Working in small groups beginning week 3, students will review academic journal articles on program evaluation. Each week, a different student will take the lead to discuss the type of evaluation in focus and a particular aspect of the evaluation in the journal article in a 30-minute presentation & discussion. Students will sign up for their session of interest on the first day of class. They will upload their presentation (about 5 slides) with 3-5 discussion questions to Canvas assignments prior to class. *See Potent Presentation materials* for guidelines on creating slides. Each group member will lead discussion twice. (2 points/discussion lead.)

The articles for each week and focus for discussion are on the Canvas Page for Evaluation in Focus.

The other students in the small group will read the abstract and one selected section of the article prior to class. (1 point/discussion participation.)

**3. Online Modules (9/14-10/26)**

Student complete seven on-line modules learning modules, each addresses an essential aspect of evaluation (3 points/module). The assignment must be turned in on time for full credit. If you miss a class session, you are responsible for completing the assignment within one week. Links for the modules are included in each session's Page. The 6 evaluation modules take approximately 20 minutes and may be accessed at <https://ssw.umich.edu/my-ssw/msw-forms/modules>.

The PEERRS certification in Human Subjects (Social & Behavioral) takes about 45 minutes. Upload each completed certificates of completion in Assignments.

#### **4. Logic Model**

Each person will independently complete an up-to-date Logic Model for the organization/program component that their team is evaluating. A logic model is a one-page program specification document necessary for initiating an evaluation. While there are a range of styles and options, this assignment requires at least the articulation of 1)that describes the goal, the clients, the problem being addressed, 2) the resources available to do this,3) program components (if relevant), 4) activities, 5) outputs, 6) outcome objectives, 7)the date that it was completed and the agency staff and evaluation team member who contributed to writing it. 8) underlying assumptions, theories of change.

#### ***IRL Evaluation Project***

Students will work in small teams to plan and complete a program evaluation at a local human services agency. Class time is structured to build knowledge and skills for this. The scope of the project is targeted for a beginning level evaluation team. As a class we will interview the client agency to determine their evaluation needs and understand the program. Agency liaisons from each team will maintain regular contact with their agency staff to manage evaluation expectations of the agency, logistics and practical matters for the project. Each person from the team should visit the agency and meet staff (and potentially clients) at least once during the semester. Each team will develop a work plan to complete the project, their competencies specific to this evaluation, an evaluation plan, collect & analysis data, an evaluation report and complete a presentation. Within the team, one person will take the lead for each major component of the project.

#### **5. Project Management Plan**

The team completes a 2-4 page workplan for the entire project early in the semester to fairly divide the work, set timelines and responsibilities. Each week the lead for this assignment will check-in with team on progress and make adjustments to the plan, leading discussion on challenges and seeking solutions—it is a living document. Time is allotted each classroom session for evaluation teams to meet and have individual consultation time with the instructor. You will meet outside of class.

#### **6. Program Evaluation Plan**

Students will complete a 2-4 page Program Evaluation Plan. The plan should have a profession focus & style, rather than academic, and be written for the stakeholders of the evaluation. The lead will share their outline with the class. The components of the plan are detailed in the grading rubric and include:

- (1) description of the program, the purpose of the evaluation and evaluation approach,
- (2) type of evaluation and key evaluation questions, (3) evaluation design, (4) data collection plan
- (5) timelines, estimated hours and responsibilities

#### **7. Data Collection & Protocol**

The team will research their specified data collection tool. Select and/or design an appropriate tool, write an administration protocol and collect the data using these. The lead shared their research and data collection experience with the class.

## 8. Evaluation Report

Students will write a 6-8 page evaluation report for the client agency. The sections of the evaluation report are 1) Executive Summary, 2) Background and Purpose, 3) Evaluation Methods, 4) Results, 5) Discussion and Recommendations, 6) Appendix.

Data analysis will be done using Excel, SPSS or other program and when available include both descriptive and multivariate analysis. Data output will be generated to answer key evaluation questions and will be included in the report using the principles of good data visualization.

## 9. Presentation of Project to the Class

In the last class, students will present project process, deliverables, key findings using statistics/charts and evaluation lessons learned using power point slides. Presentations are about 20 minutes in length and include time for questions. See Potent Presentations materials for guidelines.

## 10. Teamwork Assessment

Team members complete evaluations of each team member using the provided form. Following the presentation to the class, members review with each other their feedback on working together as a team and turn in completed forms to the instructor.

NOTE: If students have prior experience with the assignments listed above, they can propose an alternative learning assignment to substitute for one or more of the assignments described in this syllabus. Assignment substitutions request must be done in advance by week three.

### b. Grading

This is a 100-point system. The final letter grade is assigned according to the following formula:

A+ 99%-100%	B+ 87-90%	C+ 77-80%	D <69% (no credit)
A 94%-98%	B 84-86%	C 74-76%	
A- 91%-93%	B- 81-83%	C- 70-73%	

### Assignment Practices

- a. **Drafts:** students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date-this provides me with the time necessary to provide quality feedback and you with time to respond to it. Most students have found this helpful in producing a quality paper that earns the grade they desire.
- b. **Peer review:** One of my intentional learning strategies is peer review. You must have a paper copy of a draft of your assignment ready at the beginning of class on the day of peer review. The process aids you in further developing your thoughts and ideas, provides you with a pre-graded check of your understanding of the assignment requirements and gives you a chance to develop your critical thinking and feedback skills with peers in a supportive environment.
- c. **Due dates:** All assignments are due by the start of class on the date listed in Canvas. However, I will grant a grace period of one week in which you can submit your assignment if you request this prior to the day it is due. I will not accept a draft for review during the grace time. While I will accept the



assignment, the points awarded will be reduced by the equivalent of ½ letter grade. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.

- d. **Resubmission:** Sometimes despite your best effort, the peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.
- e. **Submission format:** all assignments are submitted via Canvas assignments. Documents should be 11/12-point font, single spaced and the narrative portion within 2 pages of the recommended length. Cover pages, executive summaries, extensive graphic elements, references and appendix are not part of the length of the paper. The principles of good design are expected in assignments and accounted for in the rubrics. Additionally, well-written, error free narrative using professional language and tone are expected. Beyond traditional document formats, you can use more creative media formats for your assignments –I will use the same grading rubric regardless. A less traditional format may require a bit of conversation about length and submission format.

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

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- a. **Teaching philosophy:** This classroom is a learning community, an integration of knowledge, skills and the School of Social designated expectations. Project-based learning and dialogic development are the centerpiece of my approach and the course is a collaboration between instructor and students. My selection of structures, processes, assignments and readings are meant to provide the space for you to meet your learning goals. What you gain from the course is a direct result of your own effort as well as that of your peers. We use active and cooperative learning each week. I believe the process of planning, doing and reflection and then trying again are essential to learning. It's important for all of us to be able to make mistakes, ask questions and receive feedback through the semester.
- b. **Learning Environment:** Everyone should feel safe and respected throughout the semester. Each of us has a responsibility to listen, ask questions and reflect so we can provide this. Communication can be complicated and easily misunderstood. Please take time to understand what others are saying in spirit and word. Students contribute to developing a climate in the classroom in which everyone can:
  - a. experiment with new skills
  - b. explore their own multicultural competence and the implications of one's own background for developing, implementing & using evaluation
  - c. consult with each other on projects and assignments
  - d. generate plans and strategies for future learning and development.

Student represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community

- value each other's opinions and communicate in a respectful manner
  - keep confidential discussions that the community has of a personal (or professional) nature
  - use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the department.
- c. **Electronic Devices:** Mute all devices during class. If you must be on call for personal or work reasons, set to vibrate. Personal communications are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus. 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. Your final grade will be affected by your use of electronics during class time for activities not relevant to the course as commensurate with my observed frequency of these activities.

***Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:***

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*



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