Course title: Evaluation in Social Work
Course #/term: SW 683, Section 5, Winter 2019, Room 3752 SSWB
Time and place: Thurs, 2-5pm
Credit hours: 3
Prerequisites: SW 522 or by permission
Instructor: Todd I. Herrenkohl, PhD
Pronouns: He, him, his
Contact info: Email: tih@umich.edu    Phone: 734-763-9382
Office: 2712 SSWB
Office hours: Thursday, 1-2pm, and by appointment

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

The 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 in context.
Course Objectives and Competencies

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)


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)


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)


Course Design

The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and exercises.

Curricular Themes

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.
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 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**: 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, 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.

**Relationship to Social Work Ethics and Values**

This course will engage the NASW’S Code of Ethics, specifically content pertaining to the core values and ethical principles of social work and standards of research and evaluation that undergird ethical behavior in the conduct of scientific evaluations.

**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.
Course Readings

There is one required text for the course, which is available for purchase from the University bookstore and online:


Supplementary articles and chapters from other sources are also included in most sessions. Supplementary readings are available on Canvas and are listed by weeks they are assigned.

Class Schedule

A detailed listing of class readings, exercises, and assignments is attached. These are organized by session and weeks of the semester.

Assignments

Attendance and Class Participation (10 points). Attendance and participation will count for 10% of your overall course grade. It is expected that you will attend every class session and participate actively. Active participation requires that you complete all assigned readings before class and come prepared with questions and comments about the readings to share with others. If you plan to arrive late, or leave early, please notify me in advance. If you cannot be in class due to an emergency, please contact me as soon afterwards as you can so that we can discuss how to address any missed work. Please review the School of Social Work Policy on Class Attendance.

Ethics Exercise (5 points). DUE Week 2. For this exercise, complete the assigned reading (Royse, Chapter 2) and then watch a short video on Institutional Review Boards (IRB) found here: https://www.youtube.com/watch?v=U8fme1boEbE&index=8&list=PLrl7E8KABz. Afterwards, work independently to answer the following 5 questions (worth 1 point each; no more than 1 paragraph per response). To receive a grade, please upload your responses (as a Word documents) to Canvas no later than 5 pm on Thursday, January 17th.

1. What is an Institutional Review Board (IRB)?
2. What is the role of prisoner advocates in IRB reviews of research that involves prisoners?
3. According to Royse (p. 51), “evaluation studies are obliged to be culturally sensitive when members of ethnic or other diverse groups are involved.” What does this require? Please state in your own words.
4. What do IRBs consider when trying determine whether research incentives are appropriate?
5. According to the video, does all research require IRB review? Please explain.
Program Logic Model (15 points). DUE Week 4. For this assignment, develop a 1-page logic model that specifies resources, activities, outputs, outcomes, and impacts for a program/intervention (proposed or existing) of your choosing. Separate from the model, provide a narrative description of the program (what it is; who it serves; what it is intended to achieve in the short-and longer-terms; and how). You will present this assignment in small groups and it will be used to complete other assignments in the course (please upload your responses as to Canvas as a Word document and bring 5 copies of your assignment to class for small group discussion).

Assessment Strategy Presentation (10 points). DUE Week 8. For this assignment, prepare 1-2 PowerPoint slides on an assessment strategy that aligns with one or more outcomes listed in your program logic model. Additionally, write a 1-page narrative summary of the strategy you propose. If proposing a qualitative approach, explain the method and provide a rationale for the method you choose. If proposing a quantitative approach, select an instrument (e.g., survey) and explain why you chose that instrument. For both qualitative and quantitative approaches, state briefly how you might analyze your data after it is collected. Please upload your responses as a Word document) to Canvas.

Research Design (10 points). DUE Week 11. For this assignment, propose a research design for a process or summative evaluation based on your program logic model. Additionally, describe a design challenge or limitation of your evaluation plan. Explain in a single page what the challenge is, why it is a challenge, and what steps you could take to overcome the challenge/limitation. Please bring 5 copies of your assignment to class for small group discussion and upload your responses (as a Word document) to Canvas.

Final Poster or Presentation (20 points). DUE Week 14. For this final assignment, develop a presentation or poster that includes components of a fully developed evaluation plan, based on the ideas provided in your earlier assignments. This assignment should incorporate feedback you received on your logic model and assessment strategy, and should provide a clearly delineated evaluation questions, as well as details pertaining to your research design, sampling methodology, and proposed data collection and analysis plan. Enumerate the potential contributions of this work for policy and practice, as well as goals related to diversity and social justice. Please upload your responses (as a Word document) to Canvas.

Quizzes (3 quizzes, 10 points each). In addition to the above assignments, there will be three quizzes during the semester that cover content from assigned readings and class discussions. The quizzes will consist of true/false, multiple choice and short-answer questions. If you miss a quiz due to an excused absence, please contact me to arrange to take the quiz at another time. If you miss a quiz due to an unexcused absence, a retake will not be allowed.
Grading

A 100-point system is used in this course. At the end of the semester, the points earned will be translated into letter grades according to the following formula:

A+ 97-100
A 94-96
A- 91–93
B+ 87-90
B 84-86
B- 81-83
C+ 77-80
C 74-76
C- 70-73
D <69 (no credit)

Expectations

To facilitate your learning, as well as the learning of others in the class, please:

- be on time; be attentive during class; and treat others with respect
- come to each class prepared and ready to learn
- allow for an open dialogue and encourage others in the class to express their opinions
- ask questions when you do not understand a topic that was covered in class and seek help if you feel like you are falling behind
- complete all assignments and submit them on time

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.

Learning Needs and Disabilities. Students with specialized learning needs are encouraged 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 submit the disability certificate prior to the Drop/Add date. 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.

**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.
## SW 683: EVALUATION IN SOCIAL WORK
### Readings, Assignments, and Exercises

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings</th>
<th>In-Class Exercises, Assignments, and Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1/10</td>
<td>Introductions; course overview; orientation to evaluation</td>
<td>Royse Chapter 1; see also Royse, p. 130; Knowledge “quiz” (ungraded); overview of evidence-based practice and types of evaluation</td>
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<tr>
<td>2.</td>
<td>1/17</td>
<td>Research ethics and human subjects considerations</td>
<td>Royse Chapter 2; Video: Institutional Review Boards; ASSIGNMENT DUE: Ethics Exercise (upload to Canvas by 5pm on 1/17)</td>
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<td>3.</td>
<td>1/24</td>
<td>Planning and designing evaluations using logic models and theories of change</td>
<td>WK Kellogg Logic Model Development Guide; Ebenso et al. (2018); see also Royse pp. 122-125; Concept map and logic model exercises</td>
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<tr>
<td>4.</td>
<td>1/31</td>
<td>Needs assessment</td>
<td>Royse Chapter 3; Williams &amp; Chapman (2011); ASSIGNMENT DUE: Program Logic Model (please bring 5 copies of your assignment to class for small group discussion); Conducting needs assessment exercise</td>
</tr>
<tr>
<td>5.</td>
<td>2/7</td>
<td>Single system and group designs</td>
<td>Royse Chapters 6 and 9; Weisz &amp; Black (2001); Overview of research designs</td>
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<tr>
<td>6.</td>
<td>2/14</td>
<td>Formative and process evaluation; implementation fidelity and cultural adaptations of programs</td>
<td>Royse Chapter 5; Washington et al. (2014); Castro et al. (2004); <strong>Quiz 1</strong>; Conducting a process evaluation—case examples and group discussion</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading(s)</td>
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<td>7.</td>
<td>2/21</td>
<td>Identifying and developing data collection instruments</td>
<td>Royse Chapters 11 and 12; Walsh &amp; Lord (2004)</td>
</tr>
<tr>
<td>8.</td>
<td>2/28</td>
<td>Qualitative and mixed methods evaluations</td>
<td>Royse Chapter 4; Bright et al. (2015)</td>
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| 9.   | 3/14 | Collecting data for program improvement; developmental evaluation | Patton (2006) | ** Quiz 2 **
Group discussion of the focus and application of development evaluation |
| 10.  | 3/21 | Reviewing and interpreting mediating and moderating effects in program evaluation | Mackinnon (2011); Tang et al. (2012) | Application of mediation and moderation in evaluation research |
| 11.  | 3/28 | Anticipating and overcoming challenges in evaluation; presentations of student work | Wholey et al., Chapter 23 | ASSIGNMENT DUE: Research Design (please bring 5 copies of your assignment to class for small group discussion) |
| 12.  | 4/4  | Cost-effectiveness and cost-benefit studies; meta-analysis | Royse Chapter 10; Wholey et al. Chapter 21; Steinka-Fry et al. (2017) | Small group discussion of assigned readings; facilitated conversations; quiz prep. |
| 13.  | 4/11 | Community-embedded evaluation designs; community-based participatory research | Wallerstein & Duran (2010); Lightfoot et al. (2014); Mitchell (2018) | ** Quiz 3 ** |
| 14.  | 4/18 | Student presentations | No readings assigned | ASSIGNMENT DUE: Final Poster or Presentation |