



Course title:	Evaluation in Social Work
Course #/term:	SW683, Section 004, [Spring/Summer, 2019]
Time and place:	[Tuesdays], [6pm-10pm], [TBD]
Credit hours:	3
Prerequisites:	[SW522] or permission of instructor
Instructor:	Jamie Mitchell, PhD (Address as Dr. Mitchell, Dr. M or Professor M)
Pronouns:	[She, her, hers]
Contact info:	Email: Mitchj@umich.edu Phone: 734-763-4955 You may expect a response within 48-72 hours
Office:	3847 SSWB
Office hours:	by appointment

1. Course Statement

a. 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.

b. 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.

c. Course objectives and competencies

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)

d. 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.

e. Curricular themes

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 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.

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.

f. Relationship to social work ethics and values

This course will emphasize the relationship of the NASW'S Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW'S Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).

g. 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

Text and class materials

Text: Grinnel, R., Gabor, P., and Unrau, Y. (2019). Program Evaluation for Social Workers: Foundations of Evidence-Based Programs 8th Edition. Oxford University Press. New York. **ISBN-10:** 0190916516

- The book is available in hardcover and eBook for purchase or rent at most online book sellers and is **ACCESSIBLE FOR FREE** to read online only (not download) at the UM library online
- Expectations for reading: To fully engage in the course topic and dialogue with course colleagues in class and online, it is expected that students will complete all required readings, assignments and learning activities and discussion.

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

a. Class schedule (All Assignments due by 11:59pm on Canvas unless otherwise noted)

Date	Topic	Readings	Assignment
May 14	Introduction to Course and Program Evaluation	-No Readings	
May 21	Accountability in Program Evaluation	Text: Chapters 1 and 2 Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (pages 13-24)	Module 1: Evaluation Questions
May 28	Evaluation Process and Standards CLASS ONLINE ONLY	Text: Chapters 3 and 4 Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (pages 37-48) CONDUCT CLIENT INTERVIEW	Module 2: Evaluation Types
June 4	Program Evaluation Ethics and Cultural Competence	Text: Chapters 5 and 6 Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (Pages 1-12)	Client Interview and Summary Report Due
June 11	Designing a Program, Theories of Change and Logic Models,	Text: Chapters 7 and 8 Optional reading: W.K. Kellogg Foundation Logic Model Development Guide (pages 103-132)	Module 3: Evaluation Design Rigor
June 18	Evidence-based programs, Preparing for Evaluations, and Needs Assessments	Text: Chapters 9, 10, and 11 Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (Pages 49-69)	Logic Model Due
June 25	Types of Evaluations: Process & Outcomes	Text: Chapters 12 and 13 Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (pages 25-36)	Module 4: Sampling Methods
July 2	Measuring Program Outcomes and Using Evaluation Designs	Text: Chapter 15 and 16 Helpful Resources: 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	Module 5: Data Collection Methods
July 9	Collecting Data and Selecting a Sample; Making Decisions	Text: Chapter 17 and 20 Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (Pages 141-182) Helpful Resources: Standardized Instrument Search http://guides.lib.umich.edu/tests OR http://www.eric.ed.gov/ Issue Lab http://findresults.issuelab.org/	Data Collection & measurement Plan Due
July 16	Effective	Text: Chapter 21	Module 6:

	Communication and Reporting	Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (Pages 183-209)	Statistical tests Final Presentations
July 23	Presentations and Peer feedback	Course Wrap Up	Final Presentations

b. Assignments

Assignment	Points	%	Details
Completion of 6 web modules	6 modules x 5 points= 30 points	30%	https://ssw.umich.edu/my-ssw/msw-forms/modules
Client Interview & Guided Summary	10	10%	
Logic Model	10	10%	
Data collection and measurement plan	10	10%	
Program evaluation plan presentation	30 points	30%	
Engagement	10 points	10%	See rubric
Total	100 points	100%	

Completion of web modules (30%- each is due by 11:59pm on Canvas on date due in calendar)

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 in the Class Schedule section of the syllabus.

Client Interview and Summary Report (10%- due by 11:59pm on Canvas on date due in calendar)

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.

Logic Model (10%- due by 11:59pm on Canvas on date due in calendar)

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 HALF 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.

Data Collection/Measurement Plan (10%- due by 11:59pm on Canvas on date due in calendar)
 Students will write a 1 (ONE) page single-spaced description (narrow margins allowed) 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 could be used for evaluating the program. The discussion of the instrument 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 for; brief summary of available evidence on 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

Program Evaluation Plan Presentation (30%- due in class on date assigned and a copy submitted on Canvas by 11:59 of presentation date)
 Students will prepare a professional presentation of their evaluation plan. The presentation will last approximately 10 minutes and will allow a few minutes for questions. More details about the assignment will be provided during class and uploaded to Canvas. Oral presentations will be delivered in class on July 16th and 23rd. Upload presentation materials to Canvas by 11:59pm on assigned presentation date.

c. Attendance and class participation

MSW [Policy on Class Attendance](#) Link: Please reference for additional Details

Course Engagement Rubric (10%- Assessed at End of Course)

Criteria	Exemplary Performance	Points (50 max)
Frequency of participation in class	Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.	2
Quality of comments	Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	4
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	4
Total		10

***Eberly Center for Teaching Excellence**

Both class attendance and active, purposeful, and high quality participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric above.

Attendance and Engagement in the Course:

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 30% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Please be mindful of and adhere to the following course policies and considerations:

- (1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.
- (2) The instructor reserves the right to deduct 5% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
- (4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
- (5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discrete in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.
- (6) Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.
- (7) In addition to attending class, students are expected to arrive prepared to *actively* participate in their learning process. This includes not simply sitting quietly listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take home assignments, & participating in class exercises and activities.
- (8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often

employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.

- (9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.
- (10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.
- (11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.
- (13) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.
- (14) Please eat and drink quietly and clean up after yourself.
- (15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.
- (16) Late assignments and rescheduled presentations are not accepted without pre-approval of the professor and extensions of existing due dates are provided at the discretion of your professor.
- (17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.
- (19) Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

***NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.**

d. Grading

Please reference these links to the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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

100	A+
94-99	A
91-93	A-

88-90	B+
84-87	B
81-83	B-

78-80	C+
74-77	C
71-73	C-

68-70	D+
64-67	D
<64	E

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

e. 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.

f. Electronic Devices

In consideration of your classmates and your own learning, please mute all devices during class. Interruptions, no matter how brief, affect your ability to focus and your level of productivity in addition to peers, please be considerate with computer use during class time.

g. 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. 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

h. 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>

i. Communication with Instructor

Email is the best way to reach the Instructor. Please anticipate 24-36 hours for a response Monday-Friday, 9:00am-5:00pm. Weekend emails may have a longer response time. **Professional email etiquette** is expected. Please address the instructor as "Dr. Mitchell," "Dr. M," or "Professor Mitchell" in written and oral communications. Include "SW 683" in the subject line to help ensure that your email is seen in a timely manner.

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*