Course title: Evaluation in Social Work  
Course #/term: SW 683 Spring/Fall 2019  
Time and place: Thursdays, 6pm-9pm SSWB B798 (basement)  
Credit hours: 3  
Instructor: Susan Klumpner, LCSW  
Pronouns: She/her/hers  
Contact info: E-mail: susantk@umich.edu  
When you email me, please include SW 683 in the subject line  
Office hours: SSWB 3832, 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  
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)  
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)

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 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.

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.

Relationship to SW Ethics and Values
Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant
professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

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.

Teaching Philosophy

I use an engaged active learning approach through community evaluation projects. In addition to the course objectives and the CSWE competencies, we work to develop the following University of Michigan engaged learning student outcomes: (1) self-agency and innovation, (2) collaboration, communication, and teamwork, (3) social/civic responsibility and ethical reasoning, (4) intercultural engagement, (5) creativity.

Textbook & other readings


Other Text Resources (available at the Graduate Library)


Modules: https://ssw.umich.edu/my-ssw/msw-forms/modules
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<thead>
<tr>
<th>Lecture</th>
<th>Theme</th>
<th>Readings</th>
<th>Relevant Resources</th>
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|         |       | IDEAS: A Depression Intervention Delivered by Community-based Case Managers Serving Older Adults, *Journal of Applied Gerontology*, 26(2), 139-156.  
  • Royse Chapter 6: Single System Research Designs  
  • Royse Chapter 9: Group Designs  
  • Data Visualization Principles and Checklist  
  • Dr. Stephanie Evergreen lecture on Data Visualization: [https://drive.google.com/file/d/1CipJTCb671eX9JOtOUQGhvyOINUipy73/view?usp=sharing](https://drive.google.com/file/d/1CipJTCb671eX9JOtOUQGhvyOINUipy73/view?usp=sharing) |
Assignments

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<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Client Interview &amp; Summary Report 15%</td>
<td>Draft due 9/19/19 Noon</td>
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<td>Final due 9/26/19 Noon</td>
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<tr>
<td>Logic Model 15%</td>
<td>10/3/19 Noon</td>
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<tr>
<td>Data Collection &amp; Measurement 10%</td>
<td>11/7/19 Noon</td>
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<tr>
<td>Final Presentation 10%</td>
<td>12/5/19 &amp; 12/12/19</td>
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<tr>
<td>Evaluation Plan 20%</td>
<td>12/12/19 Noon</td>
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**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. A draft of this assignment is due for class discussion on Week 3. The final summary report is due on Canvas by 12pm on Thursday, 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.

**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. The data collection and
measurement summary is due on Canvas by 12pm on Thursday, November 7th.

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)
The evaluation plan is due by noon on Thursday, December 12th.

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 December 5th & December 12th. Upload presentation
materials to Canvas by noon on assigned presentation 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.

Modules: https://ssw.umich.edu/my-ssw/msw-forms/modules

<table>
<thead>
<tr>
<th>Web Modules</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Evaluation Types</td>
<td>Thursday, Sept 19</td>
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<tr>
<td>Evaluation Questions</td>
<td>Thursday, Sept 26</td>
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<tr>
<td>Evaluation Design Rigor</td>
<td>Thursday, Oct 3</td>
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<td>Sampling Methods</td>
<td>Thursday, Oct 10</td>
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<tr>
<td>Data Collection Methods</td>
<td>Thursday, Oct 17</td>
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<tr>
<td>Statistical Tests</td>
<td>Thursday, Oct 24</td>
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Grading

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>A+</td>
<td>88-90</td>
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<tr>
<td>94-99</td>
<td>A</td>
<td>84-87</td>
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<tr>
<td>91-93</td>
<td>A-</td>
<td>81-83</td>
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<tr>
<td>78-80</td>
<td>C+</td>
<td>74-77</td>
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<tr>
<td>68-70</td>
<td>D+</td>
<td>64-67</td>
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<tr>
<td>&lt;64</td>
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Attendance & Participation 20%
Web Modules 10%
Client Interview & Summary Report 15%
Logic Model 15%
Data Collection & Measurement 10%
Evaluation Plan 20%
Final Presentation 10%
Total 100%

A brief note about grading: Your grade will reflect both your effort and the quality of your engagement and assignments.

Attendance

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one 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 Noon on the dates listed on the syllabus and 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.

Grade Dispute Process

If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or
mathematical errors) as opposed to nebulous 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.

Expectations for Written Work

**Development of professional writing is a goal of the course**, and 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.

Purdue University’s OWL website [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) is an excellent resource for general writing and formatting advice.

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/](http://www.lsa.umich.edu/sweetland/)

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. 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. Email ssw-cso@umich.edu or call 734-763-6259. Finally, another resource is the English Language Institute: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)
Safety and emergency preparedness
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

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

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. Click here to read more about the School of Social Work’s emergency policies and procedures.

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

Mental health and well being
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
  - Counseling and Psychological Services (CAPS) at (734) 764-8312
    - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
  - University Health Service (UHS) at (734) 764-8320
  - Additional campus health and wellness resources

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
  - SSW Health and Wellness Guide
  - Contact the Health and Wellness Program at ssw.wellness@umich.edu
Teaching evaluations
The best way for me to learn how students are experiencing the class is...from you! Please complete the mid-semester survey and the end of semester evaluations. You are "paying it forward" for students who come after you by completing the end of semester evaluations. Teaching evaluations are administered via Canvas and will be emailed to students during the last weeks of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of names and pronouns
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform 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.

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

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

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

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.