



Course title:	Evaluation in Social Work
Course #/term:	SW683-004, Winter 2020
Time and place:	Wednesday, 6-9 pm, 3816 SSWB
Credit hours:	3
Prerequisites:	SW522 or permission of instructor
Instructor:	Lydia Li
Pronouns:	[She, her, hers]
Contact info:	Email: lydiali@umich.edu Phone: 734-936-4850 You may expect a response within 48 hours
Office:	3839 SSWB
Office hours:	Thursday 3-5 pm, and by appointment

PART 1: 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 them. 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.)
2. Specify a program for evaluation and its theory of change. (Practice Behavior 10.d.)
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practices Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
4. Plan an evaluation of social work practice. (Practice Behaviors 6., 10.d.)
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.)

Course Design:

The course will use multiple pedagogical methods including short lectures, active and reflective learning, group discussions, and case studies. To promote active and reflective learning, students will apply course concepts during in-class discussions.

Relationship of the Course to Four Curricular Themes:

- **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], relationship status, national origin, race, religion or spirituality and 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 and Social Change:** 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 and Prevention:** 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 Science:** 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.

Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (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.

Relationship of the Course 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.

Pedagogical Approach & Teaching Philosophy:

This course employs an adult learning philosophy to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. The instructor will select required/recommended readings. Many different methods will be used to promote students understanding of the course materials; discussion, lectures, homework, projects, activities and exercises. Class sessions will also include skill building activities and a variety of assignments (oral, written, and presentations). This course is designed to increase students' comfort level, knowledge base and skills in program evaluation in research informed-practice and practice-informed research and to critically analyze, monitor, and evaluate interventions.

PART 2: CLASS REQUIREMENTS

Course Materials:

There is one required text, some supplemental materials, and several journal articles. The text can be ordered on line. The required supplemental materials and articles are available on Canvas. They are organized according to the session when they will be discussed in class. Handouts will be distributed in class. It is highly recommended you obtain a binder to organize the resources you will be given.

Required Text

Royse, D., Thyer, B., and Padgett, D. (2010). Program Evaluation: An introduction (Fifth Edition) Wadsworth Cengage Learning: United States. [ISBN-10: 0-495-60166-7; ISBN-13: 978-0-495-60166-1].

Required Supplemental Materials

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

W. K. Kellogg Foundation (2004). [Logic Model Development Guide](#). W.K Kellogg Foundation: Battle Creek, MI

W.K. Kellogg Foundation (2017). [The Step-by-Step Guide to Evaluation](#). W.K Kellogg Foundation: Battle Creek, MI

Required Articles

Each week, you will be required to read one to two journal articles that are related to the theme of the week.

Additional Resources (available on line or at the UM Library)

Web Modules: <https://ssw.umich.edu/my-ssw/msw-forms/modules> (Six interactive, self-paced modules to supplement SW683. Each module includes questions and case studies to test your competency.)

Standardized Instrument Search at <http://guides.lib.umich.edu/tests> OR <http://www.eric.ed.gov/>

Fischer, J., & Corcoran, K. (1994). Measures for clinical practice: A sourcebook (Second Edition). New York: Free Press.

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

Wholey, J. S., Hatry, H. P. & Newcomer, K. E. (2015). Handbook of practical program evaluation (Fourth Edition), San Francisco: Jossey-Bass

Course Assignments and Expectations:

Students are expected to complete all reading assignments 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.

Course expectations include completion of five assignments and class participation that will be weighted in the following manner:

Assignment	Due Date (submitted via Canvas)	Percent of overall grade
Class Discussion Facilitation	To be assigned	10%
Program Specification	Feb. 5, 2019	20%
Measurement, & Research Design	March 11, 2019	20%
Data Collection & Analytic Plan	April 8, 2019	20%
Presentation of Evaluation Plan	April 8 or 15, 2019	20%
Attendance, Participation & Citizenship	Throughout semester	10%

A separate instruction is provided by the instructor for each of the following assignments. Please consult the instruction when completing the assignment.

Facilitate Discussion of a Journal Article: Each student will take responsibility to lead discussion of a journal article. Although you are required to lead discussion of one article only, please make sure that you read all the assigned articles before coming to the corresponding class. All the journal articles were selected to illustrate primary concepts of the week, and as a whole to help you see how evaluation concepts are applied in various contexts, and the strengths and limitations.

Program Specification: Students will work with their field instructor to select a program or initiative within the agency for evaluation. Each student will be asked to design a logic model and articulate the theory of change as related to the selected program/initiative. To complete this assignment, you have to interview those with knowledge about the program/initiative. The separate instruction has a series of questions to help you gather information to describe the program.

Measurement and Research Design: Students will specify evaluation questions, and identify indicators and research designs that they might use to evaluate the program described in the first assignment. At least one of the indicators should be a standardized measure (scale/index). They will then be asked to discuss the appropriateness of this measure based on the populations/samples upon whom the measure was developed and/or standardized; the reliability and validity of the measure; and its directness, reactivity, sensitivity to change and ease of administration and completion. Different research designs may be used for different research questions. Choose one design that you will use and discuss its appropriateness and limitations.

Data Collection and Data Analysis Plan: Students will articulate the probable data collection strategy and an analytic plan. In the data collection part, students will identify source of data and methods to collect data. If a sample is needed, describe the type of sampling and how this sampling technique will be implemented. Discuss anticipated problems in gathering the sample

or with sample attrition. Provide a description of the methods that will be used to collect data and the rationale. In the data analysis part, describe how data will be analyzed.

Evaluation Plan Presentation (in class, max 15 min): Building upon and augmenting the work already done during the semester, students will produce and present to stakeholders a final evaluation plan. In addition to incorporate the program specification, measurement and research design, data collection and data analysis plan, students will be asked to report how they would engage stakeholders at each stage of the evaluation process.

All assignments will be discussed in detail in class prior to their due date. Since each assignment relates to an important step in the evaluation process, and builds on the assignment that precedes it, student are urged to contact the instructor if they wish to discuss their ideas prior to submission or to discuss issues after their papers are returned to them. It is strongly suggested that students follow the outline provided by the instructor when completing each of the assignments, as these will be detailed and provide the student with a blueprint for successful completion of the evaluation plan.

General Expectations for Written Work: All written assignments must be typed and have \geq 1.5 line spacing. While no page limit is set, make effort to be clear and concise. Papers should have title pages, page numbers and should be proofread prior to submission, since the quality of the paper will be impacted by its visual presentation and the use of proper grammar and spelling. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid “language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping, or bias” (*Health and Social Work, 11:3, Summer 1986*).

Deadline Expectations: All written assignments are due by 11:55pm on the due date specified. Late assignments will receive a reduced grade.

Grading:

Each assignment will be given a letter grade. The criteria for each grade are as follows:

A or A-

Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.

B+

Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B

Mastery of subject content at level of expected competency – meets course expectations

- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C+ / C** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- F** Student has failed to demonstrate minimal understanding of subject content.

Final grades will be determined by summing the points from all assignments. The minimum points required for each grade is as follows: A (94), A- (90), B+ (87), B (84), B- (80), C+ (77), C (74).

Grade Dispute Process: 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 not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

PART 3: ADDITIONAL COURSE INFORMATION

Class Conduct and Roles:

Instructor's Role: To encourage critical thinking and foster a positive learning environment that will facilitate the participation of all students within the classroom context. Be available to discuss all course matters.

Students' Role: To attend class, complete readings/assignments when they are due, participate in all class activities, and not use personal electronic device in class except for class related purposes.

Electronic Devices:

All devices (laptops, ipads, smartphones etc.) may be used for legitimate purposes only, such as taking notes, looking up readings or other materials as requested by the instructor. Email, Facebook, instant messaging, online shopping, surfing the internet, browsing photos and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you. Your participation points would be affected if I notice you using a device for these purposes.

Attendance:

It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to serious health problems that can be documented, unanticipated family emergencies, and observance of religious holy days. Any such absences or tardiness should be discussed directly with the course instructor, and students must make arrangements to complete class work which is missed.

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. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

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.

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alert](#)
- [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
- [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. Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching Evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week 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 the instructor before the second class period so that they 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.

PART 4: TOPICAL OUTLINE (an asterisk indicates readings for class discussion):

Date	Agenda	Readings (Assignments Due)
<i>Jan 8 (Session 1)</i>	<ul style="list-style-type: none"> ➤ Introduction & course overview ➤ Ethics 	NASW Code of Ethics Section 5.02 Research and Evaluation
<i>Jan 15 (Session 2)</i>	<ul style="list-style-type: none"> ➤ Evaluation and social justice ➤ Standards of evaluation ➤ Engage stakeholders ➤ Specify programs I: Theory of change & logic model 	<ol style="list-style-type: none"> 1. Kellogg Foundation (2017). The Step-by-Step Guide to Evaluation, Chapters 1 & 2 (Principles to Guide Evaluation; Definition of Evaluation and the Evolution of Evaluation Practice) 2. Joint Committee on Standards for Educational Evaluation The Program Evaluation Standards 3. Preskill & Jones (2009). A practical guide for engaging stakeholders in developing evaluation questions 4. W. K. Kellogg Foundation (2004). Logic Model Development Guide, Chapter 1 (Introduction to Logic Models). <p>✚ Make appointment with agency/program staff for the program specification assignment</p>
<i>Jan 22 (Session 3)</i>	<ul style="list-style-type: none"> ➤ Specify programs II: Theory of change & logic model 	<ol style="list-style-type: none"> 5. ActKnowledge (2003). Theory of change guided example: Project superwomen 6. W. K. Kellogg Foundation (2004). Logic Model Development Guide, Chapter 2 (Developing a Logic Model for Your Program) <p>a. *Goeschel et al. (2012). Using a logic model to design and evaluate quality and patient safety improvement programs.</p>
<i>Jan 29 (Session 4)</i>	<p>Consultation & preparation for assignment 1</p>	<p>✚ Have a detailed outline of assignment 1 and questions for the instructor.</p>
<i>Feb 5 (Session 5)</i>	<ul style="list-style-type: none"> ➤ Evaluation purpose & question ➤ Formative/ Process evaluation 	<ol style="list-style-type: none"> 7. Royse, Thyer, Padgett, & Logan: Chapter 5 (Formative and Process Evaluation) <p>b. *Parra-Medina & Messias (2011). Promotion of physical activity among Mexican-origin women in Texas and South Carolina</p> <p>c. *Shanks et al. (2014). Assets and African Americans: Attempting to capitalize on hopes for children through College Savings Accounts.</p> <p>DUE: Assignment 1 (Program Specification)</p>

<i>Feb 12</i> <i>(Session 6)</i>	<ul style="list-style-type: none"> ➤ Summative/Outcome evaluation ➤ Group designs ➤ Single system designs 	<p>8. Royse, Thyer, Padgett, & Logan: Chapter 9 (Group Research Designs)</p> <p>9. Royse, Thyer, Padgett, & Logan: Chapter 6 (Single System Research Designs)</p> <p>d. *Swenson et al. (2010). Multisystemic therapy for child abuse and neglect</p> <p>e. *Barry & Messer (2003). A practical application of self-management for students diagnosed with ADHD</p>
<i>Feb 19</i> <i>(Session 7)</i>	<ul style="list-style-type: none"> ➤ Measurement 	<p>10. Royse, Thyer, Padgett, & Logan: Chapter 11 (Measurement Tools and Strategies)</p> <p>11. Standardized Instrument Search at http://guides.lib.umich.edu/tests OR http://www.eric.ed.gov/  (identify and read about a test of your interest)</p> <p>f. *Polinsky et al (2013). Development and validation of a Wraparound Parent Partner Fidelity Tool.</p> <p>g. *Willis et al. (2016). Problems with measuring satisfaction with social care.</p>
<i>Feb 26</i> <i>(Session 8)</i>	Consultation and preparation for assignment 2	 Have a detailed outline of assignment 2 and questions for the instructor
<i>March 4</i>	<i>Spring Break (No Class)</i>	
<i>March 11</i> <i>(Session 9)</i>	<ul style="list-style-type: none"> ➤ Qualitative, quantitative & mixed methods ➤ Data collection for qualitative methods: Focus group & individual interviews 	<p>12. Royse, Thyer, Padgett, & Logan: Chapter 4 (Qualitative and Mixed Methods in Evaluation)</p> <p>13. Turner (2010). Qualitative interview design.</p> <p>14. Guidelines for conducting a focus group.</p> <p>h. *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</p> <p>i. *Knight & Alarie (2017). Improving mental health in the community: Outcome evaluation of geriatric mental health day treatment service</p> <p>DUE: Assignment 2 (Measurement & Research Design)</p>
<i>March 18</i> <i>(Session 10)</i>	<ul style="list-style-type: none"> ➤ Data collection for quantitative methods: Survey & sampling 	<p>15. Royse, Thyer, Padgett, & Logan: Chapter 8 (Sampling)</p>

		<p>j. *Nolin, J., Wilburn, T., Wilburn, K., and Weaver, D. (2006). Health and social service needs of older adults: Implementing a community-based needs assessment.</p>
<p><i>March 25</i> <i>(Session 11)</i></p>	<p>➤ Data analysis for quantitative & qualitative data</p>	<p>16. Wilder Research (2009). Analyzing and interpreting data</p> <p>17. Westat (20xx). Evaluation of the DC Opportunity Scholarship Program: Impacts 2 years after student applied. Executive summary (xiii-xvii)</p> <p>18. Use Excel to analyze and visualize data https://support.office.com/en-us/article/create-a-chart-from-start-to-finish-0baf399e-dd61-4e18-8a73-b3fd5d5680c2 (<1 min chart making) https://www.youtube.com/watch?v=i5WiYh2jmG8 (hour long tutorial) https://www.youtube.com/watch?v=K74_FNnIF8 (52- min pivot table & charts tutorial) https://www.youtube.com/watch?v=4lAvbp-yVs8 (15-min data analysis)  (Watch the second or third video, and try using pivot table to create a chart before class.)</p> <p>k. *Schaal et al. (2016). Community-guided focus group analysis to examine cancer disparities.</p>
<p><i>April 1</i> <i>(Session 12)</i></p>	<p>➤ Consultation for assignment 3</p> <p>➤ Preparation for evaluation plan presentation</p>	<p> Have a detailed outline of assignment 3 and questions for the instructor</p>
<p><i>April 8</i> <i>(Session 13)</i></p>	<p>Presentation of evaluation plan</p>	<p>DUE: Assignment 3 (Data Collection & Data Analysis Plan)</p>
<p><i>April 15</i> <i>(Session 14)</i></p>	<p>Presentation of evaluation plan</p>	