



<b>Course title:</b>	<b>Evaluation in Social Work</b>
<b>Course #/term:</b>	SW683, Section 001, [Fall, 2020]
<b>Time and place:</b>	[Mondays], [6pm-9pm], [ONLINE]
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	[SW522] or permission of instructor
<b>Instructor:</b>	Jaclynn Hawkins, MSW, PhD (Address as Dr. Hawkins, Dr. H or Professor H)
<b>Pronouns:</b>	[She, her, hers]
<b>Contact info:</b>	jachawk@umich.edu (You may expect a response within 48-72 business hours)
<b>Office:</b>	ONLINE
<b>Office hours:</b>	Mondays at 8pm and Zoom or Bluejeans meeting by appointment

## 1. Course Statement

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### 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**

This course is completely online, but will employ multiple pedagogical methods in synchronous (together) and asynchronous (self-paced) formats, include short live and pre-recorded lectures, participatory peer discussions, written assignments, student consultation, existing media and online exercises. Guest speakers may be invited to address special topics using pre-recorded or live lectures.

#### **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.

#### **h. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

#### **i. COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote

basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

## j. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

## 2. Class Requirements

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### Capacity and Resources for Online Learning:

To fully take advantage of course materials and participation, it would be ideal to have access to:

- Wifi with high speed capability for live Zoom consultation and lecture sessions, and access to Canvas modules and videos/media
- A phone, tablet, or laptop/desktop computer with a camera and audio functions to participate in synchronous class sessions and to access class materials.

### Text and class materials

**Text:** Grinnell, 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 **ACCESSIBLE FOR FREE** to read all and download select pages online at the UM library (log in required) here:  
<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=5703965>
- Expectations for reading: To fully engage in the course topics and dialogue with course colleagues during online class sections, 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 modules:  
<https://ssw.umich.edu/my-ssw/msw-forms/modules>
- Professor Hawkins will offer multiple opportunities to consult via video or phone appointment and/or during specified class hours regarding your individual projects and to answer any questions you may have about the materials.

### k. Class schedule

Whenever possible, necessary changes to the course calendar will be communicated via announcement on Canvas as far in advance as possible. **Please turn on Canvas notifications. Assignments are due by 11:59pm on assigned date through Canvas only;** extensions may be approved by email request at least 24 hours in advance at instructor's discretion.

\*This document is a working draft; instructor reserves the right to make changes at any time.

Date	Topic	Readings and Online Activities	Assignments due by midnight Sunday before class
Aug 31	Introduction to Course and Program Evaluation	<b>Text:</b> Chapter 1	See canvas
Sept 7	Labor Day No Class		
Sept 14	Program Evaluation Introduction	<b>Text:</b> Chapters 2 and 3  <b>Optional reading:</b> W.K. Kellogg Step-by-Step Guide to Evaluation (pages 13-24)	Web Module 1: Evaluation Questions  See canvas
Sept 21	Flex Week		
Sept 28	Designing a Program and Logic Models	<b>Text:</b> Chapters 7 and skim ch. 8  <b>Optional reading:</b> W.K. Kellogg Foundation Logic Model Development Guide (pages 103-132)  <i>Still confused about Logic Models? Watch "Creating and Using a Program Logic Model" video (~10 mins)</i>	Web Module 2: Evaluation Types  See canvas
Oct 5	Logic Models Part 2	<ul style="list-style-type: none"> <li>• VIDEO: Conducting a focus group</li> <li>• VIDEO: How do Focus Groups Work?</li> <li>• VIDEO: Most Significant Change</li> <li>• Grinnell et al, Chapter 11, 12, 13</li> </ul>	Web Module 3: Evaluation Design Rigor  See canvas
Oct 12	Qualitative Data Collection	Kellogg LM Guide pp. 35-48, <ul style="list-style-type: none"> <li>• Evaluation Flashcards</li> <li>• <b>SKIM:</b> Davies, R. and Dart, J., (2005) Most Significant Change Technique: A Guide to its Use. Pp 15-44</li> </ul>	Web Module 4: Sampling Methods  See canvas
Oct 19	Qualitative Data Analysis & Evaluation Planning	Grinnell et al, Chapter 15, 16, 17 <ul style="list-style-type: none"> <li>• "Teaching Inferential Statistics to Social Work Students: A Decision-making Flow Chart" (posted on canvas)</li> </ul>	Web Module 5: Data Collection Methods  See canvas
Oct 26	Quantitative Data Collection Methods	Grinnell et al, Chapters 19, 20 <ul style="list-style-type: none"> <li>• Knight, C. and Alarie, R. (2017). Improving Mental Health in the Community: Outcome Evaluation of a Geriatric Mental Health Day Treatment Service, <i>Clinical Gerontologist</i>, 40:2, 77-87.</li> </ul> OR  <ul style="list-style-type: none"> <li>• Hsieh, C. (2006). Using client satisfaction to improve case management services for the elderly. <i>Research on Social Work Practice</i>, 16(6), 605-612.</li> </ul>	Web Module 6: Statistical tests  See canvas

Nov 2	Quantitative Data Analysis	Evergreen, S., & Metzner, C. (2013). Design principles for data visualization in evaluation. In T. Azzam & S. Evergreen (Eds.), Data visualization, part 2. New Directions for Evaluation, 140, 5–20.	See canvas
Nov 9	Data Visualization	<b>Text:</b> Chapter 21 <b>Optional reading:</b> W.K. Kellogg Step-by-Step Guide to Evaluation (Pages 183-209)	See canvas
Nov 16			<a href="#">Work on Group Presentations</a>
Nov 23	Holiday No Class		
Nov 30			<a href="#">Work on Group Presentations</a>
Dec 7			<a href="#">Group Presentations</a>

## I. Assignments

Assignment	Points	%	Details
Completion of 6 web modules	2 per module	20%	<a href="https://ssw.umich.edu/my-ssw/msw-forms/modules">https://ssw.umich.edu/my-ssw/msw-forms/modules</a>
Evaluation Planning Quiz	5	5%	See canvas
Logic Model	5	5%	See canvas
Program evaluation Group Presentation	20 points	20%	See canvas
Engagement: Course Engagement: Includes engaging with the content during class and on Canvas, completing discussions, assignments, ungraded quizzes	50 points	50%	See canvas
<b>Total</b>	<b>100 points</b>	<b>100%</b>	

**Completion of web modules** (20%- 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.

**Logic Model** (5%- 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.

**Group Project: Presentation and Slide Deck** (20%- due in class on date assigned and a copy submitted on Canvas by 11:59 of presentation date)

Over the course, students will work in small groups to plan and implement a short-term community-based evaluation project. The projects will be identified by the instructor. Students will meet with the client (if possible), engage in evaluation planning, and implement an evaluation plan (including analysis of data). Using data visualization principles, students will generate a slide deck of results (at least 15 slides) to present to the client at the end of the term. The students will facilitate a data interpretation session of preliminary results with classmates on one of the last two class sessions. All members of the group are expected to participate in the project and the presentation.

**Evaluation Planning Quiz** (5%) – Components of the quiz will include (1) the 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, and (6) a plan for reporting and utilizing the results.

**m. Attendance and class participation**

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

**Course Engagement Rubric (50%- Assessed at End of Course)**

Criteria	Exemplary Performance	Points
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Frequency of participation in class	Student initiates contributions in each “live” class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute “live” or via discussion board. Student does not comment overzealously or to the exclusion of other learners. Student engages with assigned course materials, including modules, external links and group work, in Canvas for a reasonable amount of time weekly in accordance with course credits.	20
Quality of comments	Comments are consistently insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments during “live” and asynchronous discussions 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.	15
Listening Skills	Student listens or engages attentively when others present materials “live” or in online discussion. Student contributes perspectives and comments that build on others’ remarks. Student expresses oral or written disagreement in a professional and respectful manner, targeting ideas and not people, for criticism.	15
Total		50

**\*Eberly Center for Teaching Excellence**

Both class attendance online for “live sessions” and asynchronous activities, and active, purposeful, and high quality participation in class discussion and activities “live and online” 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 online class attendance and active purposeful participation in “live” and asynchronous class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 50% 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 online class for the entire time period and adhere to the schedule of activities. Prompt start time for online class is expected; those who log on 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 “live” class sessions when attendance is recorded and remain for the duration of “live” class sessions. Please also return promptly after breaks. Feel free to mute sound and video during online “live” session breaks.



- (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 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 and reduce background noise, please use the **MUTE** function on zoom or bluejeans during "live" sessions. Students should also aim to be discrete in their use of tablets, phones or other portable devices not related to class engagement, while on "live" online sessions, so as not to disturb the class.
- (6) Audio and video recording of virtual online lectures and discussions is prohibited without the advance written (email) permission of the instructor. **Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation via email from the University's Services for Students with Disabilities (SSWD) before the end of the second week of classes. Students should feel comfortable to share their experiences in our virtual community either "live" or in discussion boards without fear of their vulnerability being violated through the unauthorized sharing of their voices, written words or likeness outside of our course community.**
- (7) In addition to attending online class sessions, students are expected to be prepared to *actively* participate in their learning process. This includes posing questions & comments to the professor & other students. Using "live", chat, and discussion board features, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing online 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 in our various online formats (e.g. 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 for "live" online class sessions, or submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) 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.

- (13) Please feel free to eat and drink, and take short breaks as needed during online class sessions so long as you are “muted” and not causing a disruption to fellow learners.
- (14) 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.
- (15) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (16) Grades will be posted to Canvas within two to three 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.
- (17) Students are expected to engage in an open and respectful dialogue, use the (online) 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 and or referral to the student conduct process.

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

## n. 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:

Assignments and class participation total 100 points for the semester.

100 -94 = A

93 - 90 = A-

89 - 87 = B+

86 - 84 = B

83 - 80 = B-

79 - 77 = C+

76 - 74 = C

73 - 70 = C-

69 - 67 = D+

66 - 64 = D

63 - 60 = D-

59 and below = E

**A grade (90-100%)** suggests **mastery** of material, inclusive of both deep description and analysis.

**B grade (80-89%)** suggests **competence** related to course material.

**C grade (70-79%)** suggests **familiarity** with material and is not considered adequate for professional practice.

**D grade (60-69%)** indicates deficiency and carries no course credit. (Below 70)

**E grade (<60%)** indicates failure and carry no course credit.

If students are concerned about their class performance or grade, the professor is willing to work with them to help improve their understanding of the class material or the assignments prior to the end of the semester. **Final grades assigned in the course are not negotiable.**

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.** 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 online class session, in addition to using the mute button on your Zoom or Bluejeans session to minimize background noise when you are not speaking. Interruptions, no matter how brief, affect our collective ability to focus and our level of productivity.

#### **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. Please 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 may be available to virtually meet with students during the writing process. Students can access this service if available, through the Career Services Office at [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))

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.

#### **h. 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.

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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*
-