



<b>Course title:</b>	Evaluation in Social Work
<b>Course #/term:</b>	SW 683, Section 04, Fall 2020
<b>Time and place:</b>	Thurs, 2-5pm (online via Zoom and in-person)
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	SW 522 or by permission
<b>Instructor:</b>	Todd I. Herrenkohl, PhD
<b>Pronouns:</b>	He, him, his
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<b>Office:</b>	2712 SSWB
<b>Office hours:</b>	By request

### Course Description

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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

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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 and Competencies

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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)
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).

## Course Design

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

## Curricular Themes

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Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

## Relationship of the Course to Four Curricular Themes

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Behavioral and Social Science Research: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

Multiculturalism and Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

Social Justice: Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, equity-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

Promotion, Prevention, Treatment, & Rehabilitation: Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce risk of onset of problems and promote healthy development.

## Relationship to Social Work Ethics and Values

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

## Intensive Focus on PODS

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This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward

social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

### **Course Readings**

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

Royce, D., Thyer, B., and Padgett, D. (2016) Program Evaluation: An Introduction (6<sup>th</sup> edition). Cengage Learning: Boston. ISBN: 978-1-305-10196-8.

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

### **Class Schedule**

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

### **Assignments**

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**Attendance and Class Participation (15 points).** Each week, we will meet online or in person to review and discuss content from assigned readings. Most sessions will include a brief lecture that summarizes the main points of these readings. To encourage participation, I ask that you prepare at least 2 questions relevant to assigned readings and post these to Canvas the day before each class meeting (see assignments). I will use your questions to shape our discussion for the week. If you are unable to attend a class session in person or online, please email me in advance to explain why. If you do miss a class session, please still plan to submit your 2 questions to receive a participation point for that week.

**Quizzes (3 quizzes, 10 points each).** There will be three quizzes during the semester that cover content from assigned readings, lectures, and class discussions. The quizzes will consist of true/false, multiple choice and fill-in questions. Quizzes are assigned for weeks 5, 9, and 12 and will be accessible on Canvas during the weeks before the sessions they are assigned. For example, the quiz scheduled for week 5 will be available on Canvas after we complete our session in week 4 and it will remain open until we meet in week 5. You will be allowed 60 minutes for each quiz, although you are likely to finish in less time. Please work independently to complete each quiz.

**Ethics Exercise (5 points). DUE Week 2.** This is the first written exercise for the course. For this exercise, review Royse, Chapter 2 and Chapters 1-3 of the UM IRB guide for student researchers. Afterwards, work independently to answer the following 5 questions (each worth 1 point) in about 1 single-spaced paragraph per question. To receive a grade the assignment, please upload your responses (as a single Word document) to Canvas at least one day before class in week 2.

1. What is an Institutional Review Board (IRB)?
2. Why is research with human subjects voluntary?
3. According to Royse (p. 51), “evaluation studies are obliged to be culturally sensitive when members of ethnic or other diverse groups are involved.” What does this require? Please explain in your own words.
4. When are you required to submit an IRB application?
5. Why does research on organizations generally not require IRB review?

**Program Logic Model (15 points). DUE Week 4.** This is the second written assignment for the course. For this assignment, develop a 1-page logic model that specifies resources, activities, outputs, outcomes, and impacts for a program or intervention (proposed or existing) of your choosing. Separate from the model, provide a 1-page, single-spaced narrative summary of the program, which explains what the program is (e.g., community-based program to treat depression in youth); who it serves (adolescents, ages 13-18); what it is intended to do (e.g., lessen depression symptoms and improve functioning in youth of this age group). Elaborate on the setting in which the program is based, as well as details about the population and any other content you deem relevant. Please upload your logic model and narrative summary (2-pages total—1 for the logic model and 1 for the summary) to Canvas (as a Word document) before the class session in which it is due.

Each component of this assignment (logic model, narrative summary) will be graded as complete/incomplete and points will be evenly divided across each component (7.5 points for the logic model and 7.5 points for the written summary).

**Assessment Strategy (10 points). DUE Week 8.** For this assignment, prepare a 1-page, single-spaced summary of an assessment strategy relevant to one or more outcomes listed in your program logic model. This strategy should explain what you will measure and how you will measure it. Describe the method and the data you plan to collect, as well as other relevant details and potential limitations. There is no expectation that you will actually collect data for this assignment, but your assessment strategy should be written as if you were planning to do so. The strategy should be feasible and appropriate to the setting in which the data would be collected. Please give careful consideration to whether the assessment is culturally responsive

and comment specifically on that issue in your summary. Please upload your 1-page (single-spaced) summary to Canvas as a single Word document before the class session in which it is due. This assignment will be graded as complete/incomplete and points will be assigned in full for complete assignments.

**Research Design and Comparative Rationale (10 points). DUE Week 11.** For this assignment, propose a single system or group-based research design suited to an evaluation of the program described in your logic model and include a 1-page, single-spaced comparative rationale that compares your chosen design to one other design that we have covered in class. For example, if you propose a single-system AB design, explain why that is your chosen design and then contrast the strengths and limitations of that design with another design, such as a quasi-experimental nonequivalent control group design. Please upload your assignment to Canvas as a single Word document before the class session in which it is due. This assignment will be graded as complete/incomplete and points will be assigned in full for complete assignments.

**Final Assignment (15 points—5 points for each question). DUE Week 13.** In this final assignment, refer to article by Andrews et al. (2019) “How to Embed a Racial and Ethnic Equity Perspective in Research” in responding to the following questions. Each question is worth 5 points each, for a total of 15 points. Your response to questions #s 1-3 below should be approximately 2 paragraphs (single-spaced) in length. Your overall assignment should be around 2 single-spaced pages in length.

1. The authors state, “...researchers must incorporate a racial and ethnic equity perspective across the entire research process—in study design, data collection and analysis, and interpretation and dissemination of data findings.” Think back to the 3 previous assignments (Program Logic Model, Assessment Strategy, Research Design and Comparative Rationale) and reflect on how well your ideas adhere to the model Andrews and colleagues espouse. State where your ideas align and where they do not align. Please explain.
2. Now, think very specifically about your assessment strategy and state how the strategy fits the goals for “equitable assessment.” Where does the strategy fall short and how could it be improved if to achieve the goal of equitable assessment?
3. Finally, consider the first principle under Guiding Principles: “1. Researchers should examine their own backgrounds and biases.” Discuss how your background and biases influence how you think about evaluation. Where (and how) in the evaluation process might your biases become evident? How might they influence your decisions about research design, measures, analysis methods, etc.?

## Grading

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

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

## Expectations

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

- participate and be attentive during class meetings
- complete readings and view materials in advance of each class
- allow for an open dialogue and encourage others to express their opinions
- ask questions when you do not understand a topic and seek help when you need it
- complete all assignments and submit them on time

## Relevant Policies

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**Religious Holidays.** Students who observe a religious holiday on the same day as class will have access to the class materials covered on that day. Students are expected to notify their instructors if they plan to miss a class for a religious holiday. The official UM policy on religious holidays and a list of possible conflicts with classes can be found at: [http://www.provost.umich.edu/calendar/religious\\_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

**Learning Needs and Disabilities.** Students with specialized learning needs are encouraged to make an appointment with their instructors to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please submit a disability certificate prior to the Drop/Add date. This information will be kept strictly

confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

**Incompletes.** Incompletes are not granted unless formally requested and approved.

**Ethical Conduct.** Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.



**SW 683: EVALUATION IN SOCIAL WORK (Section 4—Thursdays 2-5)**

**Readings, Assignments, and Quizzes**

<u>Week</u>	<u>Content</u>	<u>Readings</u>	<u>Assignments and Quizzes</u>
1. 9/3	Course overview; overview of EBP and limitations; goals for evaluation	Royse Chapter 1; see also Royse, p. 130 and NASW Code of Ethics; Cardemil et al. (2011)	
2. 9/10	Research ethics and human subjects considerations; needs assessment	Royse Chapters 2 and 3; Askew et al. (2012)	<b>ASSIGNMENT DUE: Ethics Exercise</b>
3. 9/17	Planning and designing evaluations using logic models and theories of change	WK Kellogg Logic Model Development Guide; Ebenso et al. (2018)	In-person meeting
4. 9/24	Formative and process evaluation; implementation fidelity	Royse Chapter 5; Washington et al. (2014)	<b>ASSIGNMENT DUE: Program Logic Model</b>
5. 10/1	Single system designs	Royse Chapter 6; Bisconer et al. (2006)	<b>** Quiz 1 ** Available on Canvas from 9/24 to 10/1.</b>
6. 10/8	Group-based designs	Royse Chapter 9; Weisz & Black (2001)	In-person meeting
7. 10/15	Identifying data collection instruments	Royse Chapters 11 and 12; Worrell et al. (2019)	
8. 10/22	Developing data collection instruments	Ojeda et al. (2011)	<b>ASSIGNMENT DUE: Assessment Strategy</b>
9. 10/29	Qualitative and mixed methods evaluations	Royse Chapter 4; De Jesus et al. (2016)	<b>** Quiz 2 ** Available on Canvas from 10/22 to 10/29. In-person meeting</b>
10. 11/5	Data analysis: quantitative	Neely-Barnes et al. (2020)	

11. 11/12	Reviewing and interpreting mediating and moderating effects	Tang et al. (2012)	<b>ASSIGNMENT DUE: Research Design and Comparative Rationale</b>
12. 11/19	Data analysis: qualitative	Archer (2018); Lee et al. (2020)	<b>** Quiz 3 ** Available on Canvas from 11/12 to 11/19. In-person meeting</b>
<b>11/26 University Holiday—No Class</b>			
13. 12/3	Aligning evaluations with considerations of racial equity	Andrews et al. (2019)	<b>ASSIGNMENT DUE: Final Assignment</b>