



Course title:	Program Evaluation in Social Work	
Course #/term:	SW683-05, Fall 2020	
Time and place:	Thursday, 6:00 PM – 9:00 PM, online or 1840 SSWB	
Credit hours:	3	
Prerequisites:	SW522 or permission of instructor	
Instructor:	Sakura Takahashi	
Pronouns:	She/her/hers	
Contact info:	Email: sakurata@umich.edu	Phone: 919-699-7640
	You may expect a response within 24 hours	
Office:	3012 East Hall or Online	
Office hours:	By appointment	

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 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 learn 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

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)

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 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.

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 and rehabilitation

Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs 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 social work 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.

2. Class Requirements

Text and class materials

Grinnell, R., Gabor, P., and Unrau, Y (2019). Program Evaluation for Social Workers: Foundations of Evidence-based Programs (Eighth Edition). New York: Oxford University Press.

This book is available to read online though UM Library:

<https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=5703965>

Other class materials are available on Canvas.

Class schedule

Note: Class schedule is subject to change. Required readings will be uploaded to Canvas at least 2 weeks in advance, and slides will be posted prior to class.

Date/Time	To read/watch	Assignments due
<u>Week 1 (9/3/2020)</u> Introduction to program evaluation		Canvas Survey
<u>Week 2 (9/10/2020)</u> Logic models, Part 1	Textbook: Chp. 1 & 2	Reflection 1

Date/Time	To read/watch	Assignments due
	<p>Article: Liket, K. C., Rey-Garcia, M., & Maas, K. E. (2014). Why aren't evaluations working and what to do about it: A framework for negotiating meaningful evaluation in nonprofits. <i>American Journal of Evaluation</i>, 35(2), 171-188.</p> <p>Video: Theory of Change</p>	
<p><u>Week 3 (9/17/2020)</u> Logic models, Part 2 *In-person session</p>	<p>Textbook: Chp. 4 & 5 Article: W. K. Kellogg Foundation Logic Model Development Guide Chp. 1 & 4</p>	(Project) Proposal
<p><u>Week 4 (9/24/2020)</u> Qualitative data collection</p>	<p>Textbook: Chp. 15 Article: Davies, R., & Dart, J. (2005). The 'Most Significant Change' (MSC) technique: A guide to its use. Chp. 1 Video: Fundamentals of Qualitative Research Methods Modules 1 & 2</p>	Logic Model
<p><u>Week 5 (10/1/2020)</u> Qualitative data analysis</p>	<p>Textbook: Chp. 16 Article: Cheezum, R. R., Coombe, C. M., Israel, B. A., McGranaghan, R. J., Burris, A. N., Grant-White, S., ... & Anderson, M. (2013). Building community capacity to advocate for policy change: An outcome evaluation of the neighborhoods working in partnership project in Detroit. <i>Journal of Community Practice</i>, 21(3), 228-247. Video: Fundamentals of Qualitative Research Methods Module 5 Video: Qualitative Analysis of Interview Data</p>	
<p><u>Week 6 (10/8/2020)</u> Quantitative data collection *In-person session</p>	<p>Textbook: Chp. 17 Article: Tsai, H. H., Tsai, Y. F., Wang, H. H., Chang, Y. C., & Chu, H. H. (2010). Videoconference program enhances social support, loneliness, and depressive status of elderly nursing home residents. <i>Aging and Mental Health</i>, 14(8), 947-954. Article: Bauer, G. R., Braimoh, J., Scheim, A. I., & Dharma, C. (2017). Transgender-inclusive measures of sex/gender for population surveys: Mixed-methods evaluation and recommendations. <i>PloS One</i>, 12(5), e0178043. Video: Data Collection Survey Development and Questions</p>	Reflection 2

Date/Time	To read/watch	Assignments due
<p><u>Week 7 (10/15/2020)</u> Quantitative data analysis</p>	<p>Article: Báez, J. C., Renshaw, K. J., Bachman, L. E., Kim, D., Smith, V. D., & Stafford, R. E. (2019). Understanding the necessity of trauma-informed care in community schools: A mixed-methods program evaluation. <i>Children & Schools, 41</i>(2), 101-110.</p> <p>Article: Calderwood, K. A. (2012). Teaching inferential statistics to social work students: A decision-making flow chart. <i>Journal of Teaching in Social Work, 32</i>(2), 133-147.</p> <p>Video: <u>Your Survey Closed, Now What? Quantitative Analysis Basics</u></p>	<p>Reflection 3</p>
<p><u>Week 8 (10/22/2020)</u> Evaluation planning</p>	<p>Textbook: Chp. 3 & [one of 11-14]</p> <p>Article: Secret, M., Abell, M. L., & Berlin, T. (2011). The promise and challenge of practice-research collaborations: Guiding principles and strategies for initiating, designing, and implementing program evaluation research. <i>Social Work, 56</i>(1), 9-20.</p> <p>Video: <u>Types of Program Evaluation</u></p>	<p>Reflection ?</p>
<p><u>Week 9 (10/29/2020)</u> Data visualization *In-person session</p>	<p>Article: Henderson, S., & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. <i>New Directions for Evaluation, 2013</i>(139), 53-71.</p> <p>Article: Mason, S., & Azzam, T. (2019). In need of an attitude adjustment? the role of data visualization in attitude change and evaluation influence. <i>American Journal of Evaluation, 40</i>(2), 249-267.</p> <p>Video: <u>Lecture</u> by Dr. Stephanie Evergreen</p>	<p>Evaluation Quiz</p>
<p><u>Week 10 (11/5/2020)</u> Culturally responsive evaluation</p>	<p>Textbook: Chp. 6</p> <p>Article: Gaotlhobogwe, M., Major, T. E., Kolo-Keaikitse, S., & Chilisa, B. (2018). Conceptualizing evaluation in African contexts. <i>New Directions for Evaluation, 2018</i>(159), 47-62.</p> <p>Article: Waapalaneexkweew (Nicole Bowman, Mohican/Lunaape), & Dodge-Francis, C. (2018). Culturally responsive Indigenous evaluation and tribal governments: Understanding the relationship. <i>New Directions for Evaluation, 2018</i>(159), 17-31.</p>	<p>(Project) Evaluation Plan</p>
<p><u>Week 11 (11/12/2020)</u></p>	<p>Article: Youker, B. W. (2013). Goal-free evaluation: A potential model for the evaluation</p>	<p>Data Visualization Slides</p>

Date/Time	To read/watch	Assignments due
Challenges and future directions	of social work programs. <i>Social Work Research</i> , 37(4), 432-438. Article: Taut, S. M., & Alkin, M. C. (2003). Program staff perceptions of barriers to evaluation implementation. <i>American Journal of Evaluation</i> , 24(2), 213-226. Article: Christens, B. D., & Inzeo, P. T. (2015). Widening the view: Situating collective impact among frameworks for community-led change. <i>Community Development</i> , 46(4), 420-435.	
<u>Week 12 (11/19/2020)</u> Presentation prep *In-person session	TBA	Reflection 4
<u>Week 13 (11/26/2020)</u> Thanksgiving break		
<u>Week 14 (12/3/2020)</u> Final presentations		(Project) Slides due 12/2/2020 11:59 PM

Assignments

All assignments are due before class on the given due date, unless specified otherwise.

Assignment	Due date	Percent of overall grade
Attendance/class participation	Ongoing	15%
Reflections	Ongoing	15%
Logic model	9/24/2020	20%
Evaluation quiz	10/29/2020	10%
Data visualization slides	11/19/2020	15%
Group project and presentation	See schedule	25%

Overview of assignments:

Attendance and class participation

Class attendance is required for both online and in-person sessions. If you are taking the class remotely, please inform me in the first two weeks of class. Commenting and asking questions (verbally or in the chat) in class is encouraged (though not required) for a high participation score. Engagement will also be assessed by your attentiveness and involvement in class activities and group work.

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.

Reflections

Some weeks, you will be assigned to submit a short (maximum 2 pages double spaced) reflection or written activity on Canvas. Each post will be graded based on completion, thoughtfulness, and writing quality.

Logic model

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) a description of program participants and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected program participant outcomes. Include References (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) used in the development of the logic model. Use APA or another citation style for references.

Evaluation quiz

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.

Data visualization slides

Students will work individually to prepare graphic results grounded in data visualization principles. A dataset will be made available, although students may use their own data if preferred. Students will facilitate a data interpretation session of results with classmates (as feasible).

Group project and presentation

Students will work in small groups to plan and implement a short-term community-based evaluation project. The projects will be identified by students (usually field placement projects). Students will talk with the client, 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 (10-15 slides) to present to the class and the client at the end of the term. The students will facilitate a data interpretation session of preliminary results with classmates on the last class session. All members of the group are expected to participate in the project and the presentation. For this assignment, students will submit a project proposal, an evaluation plan, and a slide deck. More details can be found under assignments in Canvas.

3. Logistics

Grading

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

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C	<64	E

Late submission policy

All assignments are due on the date listed in the class schedule. 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.

Grade dispute process

If you believe that you have been graded unfairly, please wait 24 hours before contacting me. The disputed grade must be explained writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors). The work may be re-graded entirely, and the grade may be adjusted upwards or downwards.

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.

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.

Class recording

Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact me the first week of class to discuss alternative arrangements.

Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

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*