



<b>Course title:</b>	<b>Evaluation in Social Work (online course due to COVID)</b>
<b>Course #/term:</b>	SW 683 Winter 2021
<b>Time and place:</b>	Section 003, Wed 9am-Noon Section 002, Wed 2-5pm
<b>Credit hours:</b>	3
<b>Instructor:</b>	Sue Ann Savas, MSW
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	ssavas@umich.edu <i>When you email me, please include SW683 in the subject line.</i>
<b>Cell:</b>	734-649-6776
<b>Office Hours:</b>	By appointment

## 1. Course Statement

### 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 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)

### **c. 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.

### **d. Intensive Focus on PODS (privilege, oppression, diversity, and social justice)**

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**

### **a. Textbook & other readings**

Textbooks can be purchased online or borrowed from the UM Library. All non-textbook readings are posted to Canvas in modules (available one week before class). In order to fully engage in the course, students are expected to complete all required readings. The additional readings are available as resources, including examples of work products. The information presented in the readings and the online modules will be applied in class through exercises and assignments.

- *Required Text:* Royce, D., Thyer, B., and Padgett, D. (2010) Program Evaluation: An Introduction (Fifth Edition) Wadsworth Cengage Learning: United States.
- *Optional Text* Grinnell, R., Gabor, P., and Unrau, Y (2012) Program Evaluation for Social Workers: Foundations of Evidence-based Programs (Sixth Edition). New York: Oxford University Press.
- The Schusterman Foundation Data Playbook is a useful online reference.  
<https://www.schusterman.org/playbooks/data/>

### **b. Class Schedule**

An overview of each class session is presented next including topics, readings, web-modules, and assignment due dates. In order to be more responsive to student learning needs, some reading and exercise expectations will be revised. These changes in the schedule will be posted on canvas at least one week in advance. To support student learning and interests, additional on-line videos and podcasts will be posted on pages within modules one week prior to the class session.

Date	Agenda	Required Readings, Videos, Web Modules to be completed before each class
L1. Jan 20	Introduction to Course and to Program Evaluation	<ul style="list-style-type: none"> <li>• Yarbrough, D. B., Shulha, L. M., Hopson, R. K., &amp; Caruthers, F. A. (2011). The program evaluation standards: A guide for evaluators and evaluation users (3rd Ed.). Thousand Oaks, CA: Sage.</li> <li>• Glossary of Evaluation Terms, Planning and Performance Management Unit, US AID</li> </ul>
L2. Jan 27	Logic Modeling, Part I	<ul style="list-style-type: none"> <li>• Royse Chapter 1: Introduction</li> <li>• W. K. Kellogg Foundation Logic Model Development Guide</li> <li>• Holley, M., Recchia, C., and Bickstette, V. (2016). Measuring What Matters: Five Grant Performance Traps and How to Avoid Them. <i>Stanford Social Innovation Review</i>.</li> <li>• Video: National Mentoring Resource Center, A Fresh Look at Logic Models (1 hour)</li> </ul>
L3. Feb 3	Logic Modeling Part II and Evaluation Project Planning	<ul style="list-style-type: none"> <li>• Royse Chapter 2: Ethical Issues in Program Evaluation</li> <li>• <i>Web-Module: Evaluation Questions</i></li> <li>• Lee, Phillip. What's Wrong with Logic Models, <i>Local Community Services Association</i>, p1-7, (2018)</li> <li>• Liket, K. C., Rey-Garcia, M., &amp; Maas, K. E. H. (2014). Why aren't evaluations working and what to do about it: A framework for negotiating meaningful evaluation in non-profits., <i>American Journal of Evaluation</i>, 35(2), p171-188.</li> </ul>
L4. Feb 10	Qualitative Data Collection Methods	<ul style="list-style-type: none"> <li>• Royse Chapter 4: Qualitative and Mixed Methods in Evaluation</li> <li>• <i>Web-modules: Evaluation Types</i></li> <li>• Dean, D.L. (2015) How to Use Focus Groups, J.S. Wholey, H.P. Hatry, &amp; K.E. Newcomer (Eds), <i>Handbook of Practical Program Evaluation</i> (Fourth Edition), San Francisco: Jossey-Bass, p338-350.</li> <li>• Halaweh, H., Dahlin-Ivanoff, S., Svantesson, U., Willen C., (2018), Perspectives of Older Adults on Aging Well: A Focus Group Study, <i>Journal of Aging Research</i>.</li> <li>• Davies, R. and Dart, J., (2005) <i>Most Significant Change Technique: A Guide to its Use</i>. SEMINAL DOCUMENT</li> </ul>
L5. Feb 17 <i>Logic Model DUE</i>	Quantitative Data Collection Methods	<ul style="list-style-type: none"> <li>• Royse Chapter 7: Client Satisfaction</li> <li>• Royse Chapter 12: Illustrations of Instruments</li> <li>• <i>Web-module: Data Collection Methods</i></li> <li>• Bamberger, M. Introduction to Mixed Methods in Impact Evaluation, (2012). <i>The Rockefeller Foundation: Interaction A United Voice for Global Change</i>, p1-38</li> <li>• Mertens, D. (2009) Participants: Identification, Sampling, Consent and Reciprocity, <i>Transformative Research and Evaluation</i>, Guilford Press. p199-231.</li> <li>• Umich Library Guides, Standardized Instrument Search at <a href="http://guides.lib.umich.edu/tests">http://guides.lib.umich.edu/tests</a></li> </ul>
<i>Feb 24th</i>	<i>No Class</i>	<i>UM-SSW Break</i>

Date	Agenda	Required Readings, Videos, Web Modules to be completed before each class
<b>L6. March 3</b>	Analyzing Qualitative Data	<ul style="list-style-type: none"> <li>• Perrin, Burt. (2014) Think positively! And Make a Difference Through Evaluation. <i>Canadian Journal of Program Evaluation</i>. 29 (2).</li> <li>• Taylor-Powell, E and Renner, M. (2003) Analyzing Qualitative Data. <i>University of Wisconsin Extension Program Development and Evaluation</i>. p1-10.</li> <li>• How to Create a Successful Story Banking Program (2015), <i>Families USA</i>.</li> </ul>
<b>L7. March 10</b>	Analyzing Quantitative Data	<ul style="list-style-type: none"> <li>• Royse Chapter 14: Data Analysis</li> <li>• <i>Web-module: Statistical Tests</i></li> <li>• Dabbling in the Data: A Hands-on-Guide to Participatory Data Analysis, (2015)</li> <li>• Rockinson-Szapkiw, A. (2013). Statistics Guide</li> <li>• <a href="http://www.publicprofit.net">www.publicprofit.net</a>, p1-46</li> <li>• Sanders, M., Galindo, C., Vega-Marquis, L, and Milloy, C., (2017) Marguerite Casey Foundation: Reflecting on 15 Years of Philanthropic Leadership Through a Summative Evaluation, <i>The Foundation Review</i>, Vol9, Issue 2, Article 7.</li> </ul>
<b>L8. March 17</b>	Evaluation planning	<ul style="list-style-type: none"> <li>• Royse Chapter 5: Formative and Process Evaluation</li> <li>• Royse Chapter 9: Group Designs</li> <li>• <i>Web-module: Evaluation Design Rigor</i></li> <li>• <i>Web-module: Sampling Methods</i></li> <li>• Video: Interview with Professional Evaluator (1 hour)</li> <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> <li>• Pacheco, J. (2014). Measuring and Evaluating Changes in State Opinion across Eight Issues. <i>American Politics Research</i>, Vol. 42(6) 986-1009.</li> <li>• W.K. Kellogg Evaluation Handbook at <a href="http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf">http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf</a></li> </ul>
<b>L9. March 24</b> <i>Evaluation Modules DUE</i>	Data Visualization, evaluation reporting formats	<ul style="list-style-type: none"> <li>• Video: Dr. Stephanie Evergreen Data Visualization lecture (1 hour) <a href="https://drive.google.com/file/d/1CipJTCb671eX9JOrOUQGhvyOINUipy73/view?usp=sharing">https://drive.google.com/file/d/1CipJTCb671eX9JOrOUQGhvyOINUipy73/view?usp=sharing</a></li> <li>• Gugelev, A. and Stern, A. (2015) What is your endgame? <i>Stanford Social Innovation Review</i>.</li> <li>• Turning Data into Action (2017) <a href="http://www.livestories.com">www.livestories.com</a></li> <li>• Mertens, D. (2009) Reporting and Utilization: Pathway to the Future, <i>Transformative Research and Evaluation</i>, Guilford Press. p313-347.</li> <li>• Data Visualization Checklist and Chart Chooser, Evergreen</li> <li>• Kauffman Foundation Evaluation Reporting Guide. <a href="https://www.kauffman.org/evaluation/evaluation-reporting-guide/">https://www.kauffman.org/evaluation/evaluation-reporting-guide/</a></li> </ul>

Date	Agenda	Required Readings, Videos, Web Modules to be completed before each class
<b>L10. March 31</b>	Culturally responsive evaluation	<ul style="list-style-type: none"> <li>American Evaluation Association Public Statement on Cultural Competence in Evaluation, (2011)</li> <li>Waapalaneekweew (Bowman, N., Mohican/Lunaape), &amp; Dodge-Francis, C. (2018). Culturally responsive indigenous evaluation and tribal governments: Understanding the relationship. In F. Cram, K. A. Tibbetts, &amp; J. LaFrance (Eds.), <i>Indigenous Evaluation. New Directions for Evaluation</i>, 159, 17–31</li> <li>Lemos, D. and Garcia, D. Promoting Culturally Responsive and Equitable Evaluation with Latinx Immigrants. (2020). <i>New Directions for Evaluation</i>. <a href="https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/abs/10.1002/ev.20410">https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/abs/10.1002/ev.20410</a></li> </ul>
<b>L11. April 7</b> <i>Data Viz Slides due</i>	Course Wrap-up, integrating evaluation into your social work role	<ul style="list-style-type: none"> <li>Brown, Maoz. Unpacking the Theory of Change (2020). <i>Stanford Social Innovation Review</i>.</li> <li>Leah C. Neubauer, Dominica McBride, Andrea D. Guajardo, Wanda D. Casillas, and Melvin E. Hall (2020). Examining Issues Facing Communities of Color Today: The Role of Evaluation to Incite Change. <i>New Directions for Evaluation</i>. <a href="https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/abs/10.1002/ev.20406">https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/abs/10.1002/ev.20406</a></li> </ul>
<b>L12. April 14</b>	Projects	Student group presentations and data interpretation
<b>L13. April 21</b>	Projects	Student group presentations and data interpretation
<b>FINAL PROJECT SLIDES DUE Monday April 26 5pm</b>		

### c. Assignments

Assignment	Due date, submit to canvas	Percent of overall
Logic Model	Feb 17	15%
Completion of Evaluation Modules	March 24	20%
Data Visualization Slides	April 7	15%
Group Project Presentation and Final Slide Deck	April 26	30%
Course Engagement	4 exercises due throughout the course. Complete/Incomplete	20%

Students will work on assignments in small group breakouts in class and receive coaching from peers and the instructor. Students will have an opportunity to share their products and gather feedback on their deliverables from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading.

Logic Model. This written assignment requires the articulation of a program or policy's theory of change using a logic model (one page landscape format). Students will choose their focus for this assignment. Some students select a program/policy they know well, others select a program/policy they want to learn more about. 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 planned activities, and (4) expected program participant outcomes. Students will include Reference/Resources (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) used in the development of the logic model. Students will submit a draft for review by the instructor and classmates. The grading rubric is available on canvas.

Evaluation Modules: <https://ssw.umich.edu/my-ssw/msw-forms/modules> Individually, students will complete six web-modules (see class schedule for dates). Each module will take 20 minutes to complete. Students will need Adobe Flash Player to access the online modules. The completion of the modules is a required assignment for this course. Submit the final certificate of completion into the canvas assignment folder.

Data Visualization Slides. Individually, students will design three (3) different charts to communicate evaluation results (for example, a horizontal bar chart, a pie chart, or an icon array). The assignment will assess the student's understanding of data visualization principles.

Group Project: Slide Deck and Presentation. 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 students (usually field placement projects) or by the instructor as needed. Students will engage in evaluation planning and implement a brief evaluation plan that can be completed during the course. For example, some students have designed and collected follow-up data. Other students have analyzed previously collected data. Data analysis (quantitative, qualitative, or both) is a requirement of the assignment. Using data visualization principles, students will generate a slide deck of results (at least 15 slides) to present to the community client (and the class) at the end of the term. During the presentation, students will facilitate a data interpretation session of preliminary results with classmates. The students will receive immediate written feedback from the instructor after their presentation. The students will have an opportunity to revise their slides and submit the final version during exam week. All members of the group are expected to participate fully in the project and the presentation.

#### **d. Course Engagement: Attendance, class participation, completion of exercises**

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class and small group sessions. Excessive absences (more than 2) will result in lower course engagement points. Routine tardiness will also reduce your course engagement points. 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 the content and the required assignments due that day. Please review the Policy on Class

Attendance found in the MSW Student Guide. Course engagement is more than attending the sessions. Engagement includes asking and answering questions in class. Engagement includes contributing fully to your group evaluation project. Course engagement includes coming to class prepared (doing the readings, watching the video, completing the exercises). Four exercises will be completed during the course (complete/incomplete rating), contributing to your course engagement points.

**e. Grading**

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the point to grade chart below. Assignments are due on or before the dates listed on the syllabus and on Canvas, except where noted. Please submit all work on time. Late assignments will be penalized 20% of the points earned. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances. Note: assignments are due by 5pm. Additional MSW policies are available in the Student Guide: Grades in Academic Courses and in Field Instruction, Student Grievance procedures, policy for grading in special circumstances.

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

Logic Model	15 points
Evaluation Modules	20 points
Data Visualization Slides	15 points
Group Project Evaluation Slide Deck and Presentation	30 points
Course Engagement (4 exercises)	20 points
<b>Total</b>	<b>100 points</b>

**f. 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.] Additional information on class recordings can be found the Recording and Privacy Concerns FAQ

### **g. 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.

### **h. 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.

**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*

### **Instructor Teaching Philosophy**

Adapted from Rosenshine, B. *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012).

I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.” I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently. I use transparent and inclusive teaching approaches.

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