



Course title:	Evaluation in Social Work	
Course #/term:	SW 683 007	
Time and place:	Mondays, 1-5pm (ish), [ONLINE]	
Credit hours:	3	
Instructor:	Dr. Shanna Katz Kattari (Dr. K)	
Pronouns:	They/them/theirs or name as pronoun	
Contact info:	Email: Skattari@umich.edu	Phone: 720.273.3288 (texting preferred, please do not call before noon)
	You may expect a response within approximately 48 hours	
Office:	Virtual	
Office hours:	By appointment	

1. Course Statement

a. Course description

This course will cover beginning level evaluation that builds on basic knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the SW 683 SS20 02 Syllabus.docx, page 3 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 design

This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and participation in experiential activities.

c. Curricular themes

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.

d. Relationship to social work ethics and values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to teaching in classroom settings. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

e. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge in pursuit of critical instruction. 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 in classroom settings.

2. Class Requirements

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

Web Modules: <https://ssw.umich.edu/my-ssw/msw-forms/modules>

Web-modules were designed to support out-of-class learning and supplement the SW683 readings.

There will be additional readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

To fully engage in the course topic and become a competent and skilled instructor, it is expected that students will complete all required readings/watchings. You are also graduate students and adults; I will not be quizzing you or penalizing you based on this; you will get out of this course what you put in, and I trust you to make these decisions.

b. Class schedule

Changes in the course schedule due to weather/illness/etc. will be given as far in advance as possible; alerts will come over email and changes will be posted to canvas; etc.

Date/Time	Agenda	Work BEFORE Class
Week 1 May 10 th	<ul style="list-style-type: none"> • Overview of Class • Review syllabus • Co-creation of space 	Read: Syllabus Read: AEA Guidelines Review: Schusterman Family Foundation Data Playbook Review: Glossary of Eval Terms
Week 2 May 17 th	<ul style="list-style-type: none"> • Using Research and Evaluation to Combat Racism and Injustice 	Read: Beyond Theory: Locating Power in Culturally Responsive Evaluation Practice Read: Using the 2018 AEA Evaluator Competencies to shape socially just evaluation practice. Watch: AEA Anti-Racism Evaluation Panel Review: Racial Equity Tools and Glossary DO: Measuring Love [Discussion board]

Date/Time	Agenda	Work BEFORE Class
Week 3 May 24 th	<ul style="list-style-type: none"> • Logic Models and Outcomes • Leo Kattari to speak on Logic Models 	<p>Read: Grinnell et al, Chapters 2, 3, 7 (skim 8)</p> <p>Watch “Fresh Look at Logic Models” Video & ADD Collaborative notes on google doc</p> <p>Check out: Building a Logic Model Interview Guide</p> <p>Review: Sample logic models (on canvas)</p> <p>Assignment: Name of program for logic model</p>
Week 4 June 7 th	<ul style="list-style-type: none"> • Evaluation planning, standard scales • 	<p>Watch: Dr. Shawna Lee’s lecture</p> <p>Listen: Evaluation of Youth Mentoring Program</p> <p>Check out: Northville Logic Model</p> <p>Use: Umich Library Findings Tests and Measures</p> <p>Assignment: Find a standardized instrument</p> <p>Assignment: Preparing for Logic Model</p>
Week 5 June 14 th	<ul style="list-style-type: none"> • Qualitative data collection 	<p>Read: Grinnell et al, Chapters 11, 12, 13</p> <p>Read: Perspective of Older Adults on Aging Well: A Focus Group Study</p> <p>Read: The Success Case Method</p> <p>Watch: How do focus groups work?</p> <p>Watch: Most Significant Change, Beyond Numbers</p> <p>Watch: Focus Group Videos</p>

Date/Time	Agenda	Work BEFORE Class
Week 6 June 21 st	<ul style="list-style-type: none"> Quantitative data collection 	Read: Grinnell et al, Chapters 15, 16, 17 Watch: Survey Design Essentials Listen: The Power of Community Led Data Gathering with the Center for Native American Youth Assignment: Logic Model DRAFT
Week 7 June 28 th	<ul style="list-style-type: none"> Data analysis 	Read: Dabbling in the Data Guide Read: Grinnell et al, Chapters 19, 20
Week 8 July 12 th	<ul style="list-style-type: none"> Data visualization and chart making 	Read: Grinnell et al, Chapters 6 & 21 Watch: Dr. Stephanie Evergreen Watch: Short data visualization videos Check out: Various data visualization resources on Canvas Do: Simulated Data from Social Service Agency exercise [Discussion board] Assignment: Logic Model FINAL
Week 9 July 19 th	<ul style="list-style-type: none"> Consultations with instructor 	Nothing due – please sign up for a time with me
Week 10 July 26 th	<ul style="list-style-type: none"> Evaluation and research dissemination formats 	Read: Evaluation report guide Assignment: Data visualization

Date/Time	Agenda	Work BEFORE Class
Week 11 August 2 nd	<ul style="list-style-type: none"> Course Wrap Up 	Assignment: Outcome Evaluation Plan due

c. Assignments

Assignment	Due date	Percent of overall grade
Participation	August 2 nd , 11:59pm	20
Logic Model	Name of program May 24 th , 1pm Preparing for LM June 7 th , 1pm Draft of LM June 21 st , 1pm Final of LM July 12 th , 1pm	5 5 5 10
Find a standardized instrument	June 7 th , 1pm	10
Data visualization assignment	July 26 th , 1pm	15
Outcome evaluation plan	August 2 nd , 11:59pm	30

Participation – 20 points

Participation is broadly defined. Participation refers showing up to class online, asking questions of both me and your peers, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions on Canvas, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the me, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. The

success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional practice experiences. Participation can and should be done both in the virtual classroom and on the discussion boards online, as is relevant.

Criteria	Exemplary Performance	Points
Frequency of participation in class	Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.	5
Quality of comments	Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments 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.	10
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	5
Total		20

*Modified from Eberly Center for Teaching Excellence

Logic Model – 25 points

Name of program for logic model, 5 points

Due May 24th, 1pm

Tell me here the name of the program for which you are going to create the Logic Model. Here's the information I want to see: Name of Agency _____ Name of Program _____ BRIEF Description of program (copy and paste from website, job description or other materials--you don't have to create a description.)

Preparing for logic model, 5 points

Due June 7th, 1pm

This is not something that you need to turn in, but the best way to build a logic model is to go through the worksheet attached here with a 1-2 other people. Have one person interview you about your program and then vice versa. The most impactful sections of the interview are the first three sections. I strongly recommend that you pick 1-2 people in your group or in the class and interview each other, using this worksheet. It is actually more complex than it seems, but once you have the answers to these questions, you will be much more equipped to fill in your logic model.

- Inputs: What factors **facilitate the success** of the program?
- System Conditions/Situation (What is the context?)
- **Immediate** Outcomes

[Building a Logic Model Interview Guide.docx](#)

Please just write a text entry on Canvas "I have completed this."

Logic Model Draft, 5 points

Due June 21st, 1pm

You will turn in a draft Logic Model so I can offer feedback to you before you turn in the final for a larger number of points.

If you have already done a logic model for a program, email it to skattari@umich.edu and we will discuss how to proceed with this assignment.

Using the program from this assignment: [Name of program for Logic Model](#) to make your logic model.

Gather **existing, written information** about the program for which you are creating a logic model. Examples include: brochures, web pages, grant applications, training manuals, job descriptions, etc.

Create a logic model that roughly follows one of the templates provided. You can use either the Word or Excel Template (or create your own using another program.) You can and should feel free to modify the template to meet the needs of your logic model.

[Program Logic Model template.xlsx](#)

[Program Logic Model Template.docx](#)

(On the Excel Spreadsheet Template, there are two tabs: one has boxes and the other one does not. Neither is better; it is just a personal preference which to use.)

Logic Model Final, 5 points

Due July 12th, 1pm

Update your logic model based on the feedback you got from the Draft.

Find standardized instrument

DUE – June 7th, 1pm

Visit: Standardized Instrument Search at <http://guides.lib.umich.edu/tests> (Links to an external site.) OR <http://www.eric.ed.gov/> (Links to an external site.)

(you need to be signed in to lib.umich.edu!)

Find a standardized instrument that you *could* use in the program for which you created your logic model. I am not suggesting that you recommend using this instrument, but see what instruments are available for the program. Submit the instrument here as a .pdf or paste a link to it.

Write 5-8 sentences about how relevant you think the instrument could be for the program by answering these questions:

- Has it been "normed" on a population similar to the one in your program (by demographics, experience, etc.)?
- Imagine what it would be like for a "client" to take the scale and/or for the worker to administer the scale: what challenges to using the scale can you imagine for the client and/or the program?

- What benefits might the client experience in using the scale?
- What benefits would the program (not the client) experience?
- Would you recommend using it? (Why/why not?)

Data Visualization Assignment – 15 points

Due July 26th, 1pm

Students will use this assignment to demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels.

Students will analyze evaluation data and prepare graphic results using power-point/google slides (or other and data application). Each of the TWO slides needs to use a different type of visualization. For example, do not submit 2 bar charts. Submit one bar chart and one dot plot. Consider these options as you look for data for this assignment:

- Are there any data from your field placement that you can visualize? Most places at the very least have demographic data and satisfaction data.
- Are there any statistics or other data that you've recently read about that could benefit from visualization? Perhaps in another course? Perhaps related to social work employment trends?
- Do you have any presentations in another course that you have to do? You can use that data for this visualization assignment.
- Maybe you can think back to data that you've presented before that didn't quite align with data visualization principles...you can use that data.
- Here's some data that might be of interest to you. [2020 MSW Class Profile 20200820.pdf](#)

Use this checklist to assess your slides before you submit for grade: [DataVizChecklist May2016.pdf](#)

Submit 2 slides for grading in PDF format. Please note: .pdf format will prevent distortions when you submit charts to canvas.

Data Visualization Assignment – 15 points

Due July 26th, 1pm

Students will use this assignment to demonstrate these CSWE competency expectations: (1) Social workers will select and use appropriate methods for evaluation of outcomes, (2) Social workers will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes, and (3) Social workers will critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Students will use this assignment to demonstrate these course objectives: (1) Complete an outcome evaluation plan of a social work practice, program or intervention, including the selection of standard scales and/or culturally responsive outcome collection methods, and (2) Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness.

Each student will write a brief (2-3 page) evaluation plan to measure select program outcomes specified in the logic model assignment. Components of the plan will include:

- (1) the purpose of the outcome evaluation, key outcome questions

(2) outcome design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design

(4) data collection plan, including use of standard scale or rationale for why this is not feasible or culturally relevant, collection schedule, procedures, human subject protections

(5) data analysis plan

(6) plan for reporting and utilizing the results to improve practices

d. Grading

References; 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](#).

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment, and 3 points for the 3rd unacceptable assignment, and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week but less than two weeks late. Longer than that, no credit will be earned for the assignment. NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. ***If I write or say something that confuses or upsets you, please make an appointment***

so we can discuss it! If I help you deepen your understanding of something, that is helpful for me to know too.

[Adapted from Dr. Richard Tolman]

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

Submission of Assignments

All assignments must be submitted online via Canvas at or before the time it is due as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Letter grades from A through F are given for class performance. A grades are given for **exceptional individual performance and mastery of the material**. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.

Grading Scale:

98-100 =A+

93-97 = A

91-92= A-

89-90 =B+

87-88 =B

85-86 =B-

83-84= C+

81-82= C

80= C-

Below 80; not passing

Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

Dependent Care Resources

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

You are welcome to bring your children to class as needed; I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

Inclusive Language (adapted from Katie Doyle):

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Impact is more important than intent, especially when it comes to engaging interpersonally. This course provides an opportunity to discuss concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing and using correct individual gender pronouns;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

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*