



<b>Course title:</b>	<b>Program Evaluation and Applied Research</b>	
<b>Course #/term:</b>	SW 678, Winter 2022	
<b>Time and place:</b>	Wednesday, 9:00 AM to 12-NOON, B760 SSWB	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	N/A	
<b>Instructor:</b>	Douglas Manigault III, MSW <i>(Please call me Douglas!)</i>	
<b>Pronouns:</b>	He, him, his	
<b>Contact info:</b>	<b>Email:</b> dmanigau@umich.edu	<b>Phone:</b> (734) 764-5340
	You may expect a response within 48 hours	
<b>Office:</b>	2760 SSWB	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

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### a. Course description

This course will provide content on the logic of inquiry and the necessity for an empirical approach to social work practice. The process of formulating appropriate research questions, research design, sampling, methods of data collection, procedures to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. As consumers of research, students will learn to locate, assess, and critique research studies to draw appropriate inference, particularly as it affects diverse populations. In addition, this course will provide students with an introduction to evaluation practice as a method of assessing social work practice, strengthening clients, communities, and service systems. Students will have an opportunity to plan an evaluation project, collect, analyze, report, and interpret results. This course will help students understand social work practice through the critical examination of methods and approaches associated with decision-making, critical thinking, and ethical judgment.

### b. Course objectives and competencies

1. Examine how program evaluation and research inquiry is used by social workers to advance practice, policy, and service delivery effectiveness (Essential 25, 44; EPAS 1, 4, 5, 9).

2. Discover how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
3. Create a logic model to describe a program's operational processes and outcomes (Essential 21; EPAS 7, 8).
4. Design 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 (Essential 27, 44; EPAS 1, 4, 5, 8).
5. Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness (Essential 44; EPAS 1, 5).
6. Develop strategies to manage, analyze, and report data results to inform practice improvements at multiple levels (Essential 7, 23, 24, 27; EPAS 4, 7, 8, 9).
7. Formulate strategies for involving stakeholders in translating and disseminating data results using multiple formats (Essential 23, 25, 27, 44; EPAS 1, 4, 5, 8, 9).

**c. Course design**

This course will use several pedagogical approaches to enhance your learning, including short lectures, group discussions facilitated students, videos, and case examples. Assignments will strengthen your knowledge of research-practice connections, encourage critical thinking, and provide opportunities to apply knowledge to examples representing a range of practice settings.

**d. Intensive focus on Privilege, Oppression, Diversity and Social Justice (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. Using 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

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### 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 [at this link](#). You must log in using your UM credentials.

Additional required readings and podcasts will be placed on Canvas. Students are expected to read all assigned readings prior to class.

### b. Class schedule

We will meet in-person each week for a maximum of two (2) hours, unless otherwise arranged. An additional hour (or so) of class time each week will consist of asynchronous individual and group-based learning and assignments.

Date/Time	Agenda	Required Readings
Week 1 January 5 <sup>th</sup> 9AM-11AM	Introduction, goals for the course, and program evaluation basics	Syllabus
Week 2 January 12 <sup>th</sup> 9AM-11AM	Centering an equity perspective in social work research and evaluation	<b>READ:</b> Grinnell et al., Chapter 4, 5, and 6 <b>READ:</b> Social Work Research Ethics: Dual Roles and Boundary Issues <b>WATCH:</b> AEA Anti-Racism Evaluation Panel (1 hour)
Week 3 January 19 <sup>th</sup> 9AM-11AM	Database searching + identifying and selecting research articles	N/A – bring your computer or tablet
Week 4 January 26 <sup>th</sup> 9AM-11AM Article Critique Workshop		

Date/Time	Agenda	Required Readings
Week 5 February 2 <sup>nd</sup> 9AM-11AM	Logic Model, Part I	<b>READ:</b> Grinnell et al., Chapter 7 <b>WATCH:</b> A Fresh Look at Logic Models (1 hour)
Week 6 February 9 <sup>th</sup> 9AM-11AM	Logic Model, Part II	<b>READ:</b> Grinnell et al., Chapter 8
Week 7 February 16 <sup>th</sup> 9AM-11AM	Evaluation process and introduction of outcome evaluation template	<b>READ:</b> Grinnell et al., Chapter 2 and 3 <b>WATCH:</b> Professor Shawna Lee's Interview with a Professional Evaluator
Week 8 February 23 <sup>rd</sup> 9AM-11AM	Qualitative Data Collection: Conducting Focus Groups and Stories of Impact	<b>READ:</b> Grinnell et al., Chapter 10 and 17 <b>WATCH:</b> How do focus groups work? <b>WATCH:</b> Most Significant Change, Beyond Numbers, UNICEF
Week 9 March 2 <sup>nd</sup> NO CLASS Enjoy your break!		
Week 10 March 9 <sup>th</sup> 9AM-11AM	Quantitative Data Collection Methods	<b>READ:</b> Grinnell et al., Chapter 15 <b>PODCAST:</b> The Power of Community-Led Data Gathering with the Center for Native American Youth <b>WATCH:</b> Survey design essentials (4 minutes)
Week 11 March 16 <sup>th</sup> 9AM-11AM	Analyzing Qualitative and Quantitative Data	<b>READ:</b> Grinnell et al., Chapter 12 and 19
Week 12 March 23 <sup>rd</sup> 9AM-11AM	Outcome evaluation planning and designs	<b>READ:</b> Grinnell et al., Chapter 13 and 16 <b>PODCAST:</b> Evaluation of

Date/Time	Agenda	Required Readings
		Youth Mentoring Program
Week 13 March 30 <sup>th</sup> 9AM-11AM	Data visualization and evaluation reporting formats + course wrap up	<b>READ:</b> Grinnell et al., Chapter 20 and 21 <b>WATCH:</b> Video lecture with Dr. Stephanie Evergreen (1 hour) <b>READ:</b> How To Choose A Chart: A Visual Guide
Week 14 April 6 <sup>th</sup> 9AM-12PM Individual Project Review Meetings		
Week 15 April 13 <sup>th</sup> 9AM-12PM Individual Project Review Meetings		

c. Assignments

Assignment	Due date	Percent of overall grade
Course Engagement	Ongoing	10%
Article Critique	February 4 <sup>th</sup> by 11:59PM on Canvas	25%
Logic Model + Annotated Bibliography	February 25 <sup>th</sup> by 11:59PM on Canvas	25%
Outcome Evaluation Plan	April 22 <sup>nd</sup> by 11:59PM on Canvas	40%

**COURSE ENGAGEMENT (10%)**

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 videos, listening to the podcasts, completing the exercises).

### **ARTICLE CRITIQUE (25%)**

Each student will critique the same article – *Effects of Equine-Facilitated Psychotherapy on Post-Traumatic Stress Symptoms in Youth*. You will want to read the article carefully, thinking about what you have learned about critiquing articles. When you have completed reading the article, begin the article critique assessment by completing the Quantitative Article Critique form. Answer the series of questions on the assessment document, providing a thoughtful critique of the research study and its dissemination. Each section of questions is designed to assess your basic understanding of research methods and your ability to think critically about what you are reading. Answer each question using complete sentences and, where appropriate, utilize quotes from the article to support your answers

### **LOGIC MODEL AND ANNOTATED BIBLIOGRAPHY (25%)**

This assignment was designed to align with these course objectives:

(1) Create a logic model to describe a program's operational processes and outcomes, and (2) Discover how to use evaluation and research to support anti-racist practices and social justice.

Using a logic model (one-page landscape format), students will articulate the planned operation of a social work-related or social justice-related program. Students will choose the program for this assignment. Some students select a program they know well through work, volunteering, or field placement. Other students select a program they want to learn more about.

Part 1: 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 participant outcomes. The instructor will provide the template.

Part 2: Students will include an annotated bibliography of at least 3 published studies supporting select services and interventions described in the logic model. The grading rubric is available on canvas. **Note: The same program will be used for the Outcome Evaluation Plan assignment.**

### **OUTCOME EVALUATION PLAN (40%)**

Students will use this assignment to demonstrate these course objectives:

(1) Design an outcome evaluation plan of 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 complete the Outcome Evaluation Plan template (2-3 pages) provided by the instructor. Students will develop an outcome evaluation plan for the program they used for the logic model assignment. Components of the outcome evaluation plan will include the (1) purpose of the evaluation and key outcome questions; (2) outcome design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, and limitations of the design; (3) 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, and best practices to minimize conflict or bias; (4) data analysis plan for qualitative and/or quantitative data; and (5) plan for reporting and utilizing the results to improve practices.

The instructor will provide the template.

d. Attendance and class participation

Attendance for all in-person class meetings is required. However, if you are unable to attend a class due to illness or for some other reason, please contact me in advance of the class session you will miss so that we can discuss alternative arrangements. Please review the SSW policy on class attendance here: [Policy on Class Attendance](#).

e. 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

A brief note about grading: Your grade will reflect both your effort and the quality of your engagement and assignments.

Late Assignments: Assignments are due at or before the dates/times listed on the syllabus and 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.

Grade Dispute: If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific and must be based on substantive arguments (or mathematical errors) as opposed to nebulous 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. 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.

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [Wolverine Access](#). 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.

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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*