



Course title:	Program Evaluation and Applied Research	
Course #/term:	SW678, Section 004, Spring/Summer 2022	
Time and place:	Tuesdays, 1:00PM – 5:00PM, Classroom B770	
Credit hours:	3	
Prerequisites:	SW 522 or permission of instructor	
Instructor:	Greg Hoffman	
Pronouns:	he/him/his	
Contact info:	Email: gph@umich.edu	Phone: 734-431-2918
	You may expect a response within 24-48 hours	
Office:	3798 SSWB	
Office hours:	Tuesdays before or after class and by appointment	

Land Acknowledgment

The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people.

1. Course Statement

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 so as 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. Describe how program evaluation and research inquiry are used by social workers to advance practice, policy, and service delivery effectiveness (Essential 25, 44; EPAS 1, 4, 5, 9).
2. Describe how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
3. Demonstrate how to specify a program's operation (mechanisms) using a logic model format (Essential 21; EPAS 7, 8).
4. Complete an outcome evaluation plan of social work practice, program, or intervention, including the selection of standard scales and/or culturally appropriate 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. Demonstrate how 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. Describe 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

Many different methods will be used for acquiring knowledge and skills including: discussion, lectures, group projects and exercises. This course is designed to increase students' comfort level with research methods and evaluation approaches to increase their appreciation of the relevance of research and evaluation for social work practice.

This course will employ multiple pedagogical methods in synchronous (together) and asynchronous (self-paced) formats, include short live and pre-recorded lectures, participatory peer discussions, written assignments, student consultation, existing media and online exercises. Guest speakers may be invited to address special topics using pre-recorded or live lectures.

Theme Relation to Multiculturalism & 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 & 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.

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 SW 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

a. **Text and class materials**

Textbook

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 required readings will be available on Canvas as outlined in the course schedule below. Readings may be subject to change or instructor may suggest alternative readings more specific to your project focus.

b. **Class schedule**

Session	Date	Topic/Agenda	Assignments to turn in/do BEFORE Class
1	5/10	Course Introduction	<ul style="list-style-type: none"> • Read Syllabus (after class) • Review AEA Guidelines • Review: Schusterman Family Foundation Data Playbook • Review: Glossary of Evaluation Terms
2	5/17	Using Research and Evaluation to Combat Racism and Injustice	<ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> • Review: Racial Equity Tools and Glossary • Discussion Post Due: Power, Privilege, and Competence
3	5/24	Logic Models and Community-Based Project Planning	<ul style="list-style-type: none"> • Review sample logic models (on canvas) • Read: Grinnell et al, Chapters 2, 3, 7 (skim 8) • Watch “Fresh Look at Logic Models” Video & ADD Collaborative notes on google doc • Check out: Building a Logic Model Interview Guide • Web Module: Evaluation Questions Due • Web Module Evaluation Types Due
4	5/31	Evaluation Planning and Standard Scales	<ul style="list-style-type: none"> • Watch: Dr. Shawna Lee’s lecture • Listen: Evaluation of Youth Mentoring Program • Check out: Northville Logic Model • Use: Umich Library Findings Tests and Measures • Discussion Post Due: Name of program for your logic model
5	6/7	Qualitative Data Collection	<ul style="list-style-type: none"> • Read: Grinnell et al, Chapters 11, 12, 13 • Read: Perspective of Older Adults on Aging Well: A Focus Group Study • Read: The Success Case Method • Watch: How do focus groups work? • Watch: Most Significant Change, Beyond Numbers • Watch: Focus Group Videos • Discussion Post Due: Find a standardized instrument • Web Module: Data Collection Methods Due • Web Module: Sampling Methods Due
6	6/14	Quantitative Data Collection	<ul style="list-style-type: none"> • 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
7	6/21	Data Analysis	<ul style="list-style-type: none"> • Read: Dabbling in the Data Guide • Read: Grinnell et al, Chapters 19, 20 • Web Module: Statistical Tests Due
8	6/28	Data Visualization and Making Charts	<ul style="list-style-type: none"> • Read: Grinnell et al, Chapters 6 & 21 • Watch: Dr. Stephanie Evergreen • Watch: Short data visualization videos • Check out: Various data visualization resources on Canvas • Assignment Due: Logic Model FINAL • Discussion Post: Data Visualization Examples Due
9	7/5	Independent Work Day (No Live Session)	<ul style="list-style-type: none"> • Read: How Can We Use Evaluation Findings to Reflect On and Adjust Our Work • Web Module: Evaluation Design Rigor Due

10	7/12	Evaluation and Research Dissemination Formats	<ul style="list-style-type: none"> • Read: Evaluation report guide • Assignment Due: Data visualization Slides • Discussion Post: Evaluation Report Example Due
11	7/19	Consultations with Professor	<ul style="list-style-type: none"> • Nothing due – please sign up for a time with me
12	7/26	Course Wrap Up	<ul style="list-style-type: none"> • Assignment Due: Evaluation Outcome Plan

c. **Assignments**

Assignment	Due Date	Percentage of Grade
Engagement, Participation, and Attendance, and Discussion Posts	Ongoing through course	30%
6 Web Modules	Various (see above)	15%
Logic Model	6/28/22	15%
Data Visualization Slides	7/12/22	15%
Outcome Evaluation Plan	7/26/22	25%
Total		100%

Engagement, Participation, Attendance, and Discussion/Engagement Posts (30%)

Students will work on assignments in class in small groups. Students will have an opportunity to gather feedback on their deliverables in class from their group members and the instructors. Individual student work products/assignments will be uploaded to canvas for grading. More details about participation and attendance policy below.

Throughout the course, you will complete a series of short activities I which you will post a reply or upload examples of items related to our course content. Please pay attention to the “Modules” section of the course Canvas site for these interactive activities. In some of these activities, you will be asked to provide feedback or comments on the posts made by your classmates.

6 Web Modules (15%)

Throughout the course, you will complete 6 “Self-Paced Learning Modules for Evaluation & Research Modules” designed by the school. The schedule to complete these is in the course schedule. Each module focuses on the development of evaluation and research competencies. Each of these modules takes approximately 20 minutes to complete, and students will upload their module completion certificates to the course Canvas site.

Logic Model (15%)

To specify a program for evaluation and its theory of change. 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

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.

Data Visualization Slides (15%)

To understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. Students will work individually to prepare graphic results grounded in data visualization principles. Students will facilitate a data interpretation session of results with classmates and with the community client (as feasible).

Outcome Evaluation Plan (25%)

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:

- the purpose of the outcome evaluation, key outcome questions
- outcome design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design
- 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
- data analysis plan
- plan for reporting and utilizing the results to improve practices

d. Attendance and class participation

Reference link to the general Policy on Class attendance in the MSW Student Guide is-
<https://ssw.umich.edu/msw-studentguide/section/1.09.00/17/policy-on-class-attendance>

Specific to this course, class attendance, participation and engagement are very important in this class. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend the weekly session prepared to participate. This includes completing assigned reading, being prepared to facilitate discussion on readings, and homework prior to class.

Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion and work with you to try to find a plan to address this issue. It is expected that students will attend all sessions, for the scheduled amount of time however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Missing *three* classes will reduce your final grade by 2% points (e.g. your maximum for the class goes from 100% to 98%) and each additional absence will reduce your final grade an additional 2% points. Excessive absences (3 or more beyond the excused absences) may result in failure of the course.

Note that, even if you are absent from a class session, you are still responsible for submitting and assignments and homework due that day. Coming to or leaving class mid-way is considered an absence. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session available on canvas and to make arrangements to complete work missed during the class session.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required asynchronous content has been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating class activities will see the impact in their grade.

Use the following criteria for assessing your participation in class

- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments 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. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses
- 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.

e. **Grading**

Assignments will be uploaded to canvas for grading. Assignment are to be submitted to CANVAS by 11:59pm on the date they are due, unless otherwise noted in the syllabus

Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.
- All papers are to have a cover page, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- All papers must be typewritten and double-spaced using a 12-point font and one-inch margins. Use APA* 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. APA formatting: Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.
- Use the outline format in the assignment description, using headings appropriate to APA format.

- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and 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) and life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work your will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or <http://www.socialworkers.org/pubs/code/default.asp>

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 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 Process

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. 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.

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*