



---

**SW 683 EVALUATION IN SOCIAL WORK**  
**WINTER 2017**

---

**Section 007:** **WEDNESDAYS 6:00 – 9 :00 PM**  
**Meeting Location:** **SSWB 3816**  
**Instructor:** Anthony M. Provenzano, MS, MPA, MSW  
**Email:** ampro@med.umich.edu  
**Phone(s):** 734.764.8277 (SSWB Office) **or** 734.936.4899 (NCRC Office)  
**Office(s):** SSWB 3832 **or** North Campus Research Complex (NCRC), Building 14, G210-39  
**Office Hours:** Wednesdays 5:00 – 6:00 PM & 9:00 – 10:00 PM; or by appointment.  
**Credit Hours:** 3 Hours  
**Prerequisites:** SW 522 Basic Social Work Research  
**Canvas Site:** <http://canvas.umich.edu>

**LEARNING AND INSTRUCTIONAL WEBSITES**

**SSW Evaluation Learning Modules** <https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/>  
Better Evaluation: *Steps in Planning and Managing An Evaluation* <http://betterevaluation.org/en/managers-guide>  
MLibrary Research Guide for Program Evaluation <http://guides.lib.umich.edu/c.php?g=283158&p=1886421>  
National Association of Social Work Code of Ethics <https://www.socialworkers.org/pubs/code/default.asp>

**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 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.

**COURSE OBJECTIVES**

\*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.
2. Specify a program for evaluation and its theory of change.
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.
4. Plan an evaluation of social work practice.
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.
6. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes.

**\*For more information about competencies and practice behaviors refer to:**

<https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behavior>

**INFORMATION AND TECHNOLOGY SERVICES (ITS) RESOURCES.** U-M offers data management resources and support. Access your personal AFS [Andrew File System] storage space/your home directory at: <http://documentation.its.umich.edu/node/234/> Access a highly available and secure environment using the Virtual Desktop Infrastructure: Midesktop <https://midesktop.umich.edu/>

**COURSE DESIGN.** The course will use multiple pedagogical methods including short lectures; active, reflective, and experiential learning; individual and collaborative in-class exercises, and community focused projects. This course is designed to increase students' knowledge and comfort level with evaluation methods in social work and to increase their appreciation of the relevance of evaluation to practice. The design of this course provides opportunity to gain practice with using tools of social work evaluation.

**RELATIONSHIP OF THIS COURSE TO THE FOUR CURRICULA THEMES:**

**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.

**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.

**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.

**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 OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES:**

This course will emphasize the relationship of the NASW Code of Ethics, specifically the core values and ethical principles of the social work profession as well as the standards of research and evaluation for ethical behavior in the conduct of scientific evaluations. It will also consider the relationship between the NASW Code of Ethics, and other ethical codes governing evaluation research, such as the Nuremberg Code, Declaration of Helsinki, the National Research Act (1974), and the Health Insurance Portability and Accountability Act (HIPAA; 1996).

**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. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice; learning to recognize and reduce mechanisms that support oppression and injustice; working toward social justice processes; applying intersectionality and intercultural frameworks; and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

## **INSTRUCTOR'S TEACHING APPROACH AND RESPONSIBILITY**

### **i. Instructor's Teaching Approach**

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.*

### **ii. Instructor's Responsibility**

The instructor will encourage critical thinking and foster a positive learning environment that will facilitate the participation of all students within the classroom context. I will be available during office hours or by appointment and via email to discuss all course matters. I know some of you may be concerned about your performance in this course, and I feel it my job to help you succeed. To that end, please ask questions in class, ask me to explain things a second time, email me, meet with me outside of class, or let me know of anything else I can do to help you understand the material. There are no senseless questions – if you are wondering about or confused by something, I can guarantee that someone else in the class is thinking the same thing. I'm a research and program evaluation geek. I love research and process of research, but I can't help unless I know what you don't understand.

## **STUDENTS' RESPONSIBILITIES AND EXPECTATIONS**

### **i. Expectations of the Students**

Students are expected to attend class, complete assignments when they are due, participate in all class activities, and refrain using personal electronic equipment in class except for class related purposes. If a student is unable to attend a class or complete a reading or an assignment when it is due, she/he is expected to contact the instructor via email or meet with the instructor to discuss these matters. Students shall think about how the material is related to your placement/field work/job/interests, and please don't forget to ASK questions. The classroom will be a safe environment where we can speak freely. Students are expected to keep class conversations within the room.

## **STUDENTS ARE RESPONSIBLE FOR THE COMPLETION OF ALL ASSIGNED READINGS PRIOR TO CLASS.**

### **ii. Assignment Deadlines**

Students are expected to submit all written assignments on the due day by 1:00 PM. One-day grace period may be given for late submissions under special circumstances. The papers can be submitted either in person or by e-mail attachment in a virus-free format that can be read by Microsoft Word. It is the student's responsibility to ensure the correct format is used and materials are submitted on time. Problems with saving, transmitting, printing, etc. should be resolved in advance to avoid late penalties.

## I. REQUIRED TEXT

Royse, D., Thyer, B. A., & Padgett, D. K. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach*. (Sixth Edition) Belmont, CA: Thomson Brooks/Cole. [[ISBN-13: 978-1305101968](#)]

W. K. Kellogg Foundation (2004). *Logic Model Development Guide*, W.K. Kellogg Foundation: Battle Creek, MI [[Available on Canvas](#)]

## II. SUPPLEMENTAL TEXT

Edmonds, W.A. & Kennedy, T. D. (2013). *An Applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, Calif.: SAGE Publishing. [[ISBN: 978-1452205090](#)]

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, Calif.: SAGE Publishing. [[ISBN: 978-1452226101](#)]

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Sixth Edition. [[ISBN 13: 978-1433805615](#)]

## III. ADDITIONAL COURSE READINGS

Additional readings are available at [Files>Additional Course Readings](#) on the Canvas site by 1<sup>st</sup> author.

## IV. LEARNING MODULES FOR EVALUATION AND RESEARCH

These web-modules were designed to support out-of-class learning and supplement the SW683 readings. You can test your competency and get a certificate for completion. The due dates are listed in the reading section of the syllabus. *Relevant Modules: Evaluation Questions, Evaluation Types, Evaluation Design Rigor, Sampling Methods, Data Collection Methods, and Statistical Tests.*

<https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/>

## V. STATISTICAL SOFTWARE

SPSS (Statistical Program for the Social Sciences) will be used for data analysis. Purchase of a statistical program is not required for the purpose of this course. We will use the Library computer lab for the in-class statistical lab. Access is also available in other various computer labs on campus. You can also use the software by connecting to: <https://midesktop.umich.edu/> anywhere you have Internet access.

## VI. COURSE REQUIREMENTS AND EVALUATION OF PERFORMANCE

**A. Participation and Attendance (10%).** All students are expected to arrive on time and stay throughout all class sessions. If you are unable to attend a particular class for some reason, please take responsibility to update yourself by: (a) doing the assigned reading; (b) studying the lecture notes on Canvas; (c) asking other students to fill you in; and/or (d) reviewing material taught prior to your absence and making sure you master them well. I strongly encourage you not to miss any class session as the materials are interconnected building from lecture to lecture. You will learn more if you participate; therefore, you will be expected to be engaged during all class lectures, discussions, and activities. Full attendance and participation will be rewarded when calculating the final grade.

**i. Collaborative Group Discussions (10 points)**

**STUDENTS SIGN UP FOR ONE SESSION DURING TERM**

This assignment aims to enhance students' knowledge base and communication skills in evaluating social work practice. It also encourages students' critical thinking about course concepts and how they relate to evaluation of social work practice. The assignment will begin the third week of class, two or three students will be required to generate 2-3 discussion questions on weekly readings, including textbook chapters and additional readings on Canvas. Students will use these questions to facilitate small group discussions.

**Questions will be due on the day that class is held.** Small group discussions will last approximately 30 minutes. Student will sign up for their session of interest on the first day of class. For helpful textbook resources in generating discussion questions, the instructor refer students to 'Questions for Class

Discussion' found at the end of each Royse et al. textbook chapter and also to the textbooks' website at: <http://www.cengagebrain.com/shop/isbn/9781305101968>

**Facilitating In-class Discussions** will occur on **January 25, February 8 & 15, and March 8 & 22.** Students will earn 5 points for generating questions and leading discussions.

## **B. Homework and In-Class and Assignments (25%).**

**i. Reflection Exercise (5 points) [In-class Assignment].** Part of your homework grade is to complete a 1 – 2 paragraph reflection assignment in class. This assignment should briefly describe how any concepts or methods learned in this course will influence your future social work practice, policy work, or community organizing strategies. We will break into groups of two to generate discussion and then everyone will write up their individual reflection assignment for homework credit. Students will then report back to the larger group, time permitting. Full credit is provided upon my receipt of your written reflection assignment at the end of class and/or uploaded to Canvas.

**ii. Evaluation Plan Assignment Parts I and II (20 points) [Homework Assignment].** Each student will design a **two-part** Program Evaluation Plan (10-15 pages; including a logic model, and all necessary appendices) for the program determined by the logic model you develop for this assignment. Components of the plan 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. **Refer to Section XII. Evaluation Plan Writing Guidelines.**

**C. Quizzes (30%).** There will be three in-class *20-item* multiple choice quizzes designed to ensure you are familiar with key concepts and takeaways. They will be straightforward and based on course lectures and readings prior to the date of the quiz. **Refer to Section XI. Course Semester Schedule** for dates and content to be covered on quiz.

**D. Community-Based Evaluation Project (25%).** Student will work in small groups for a community project. This will include completing PEERRS certification, administering surveys, data entry, and analysis using SPSS. We will collaborate with our school and community partners to coordinate field entry. The community-based client will participate in a class session to collect the final deliverables and participate in a data interpretation session.

**i. PEERRS certification modules (5 points) [Homework Assignment].** PEERRS is U-M's online *Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS)* training. Each student is responsible for completing two sections of the PEERRS ethics training prior to entering the community to conduct the program evaluation: 1) Human Subjects – Social and Behavioral Sciences module; and 2) Foundations of Good Research Practice at <http://my.research.umich.edu/peerrs/>

**Please turn in the certificates of completion for course credit.**

**ii. Data Collection and Entry (10 Points)**

Students will administer survey to collect data at a pre-determined field site. Subsequently, they will work together to develop a SPSS database for data entry and management.

**iii. Data Interpretation / Statistical Analysis Using SPSS (5 points).**

Students will analyze the data through statistical analysis in SPSS for quantitative data and through theming and coding qualitative data collected.

**iv. Data Visualization and Presentation (5 points)**

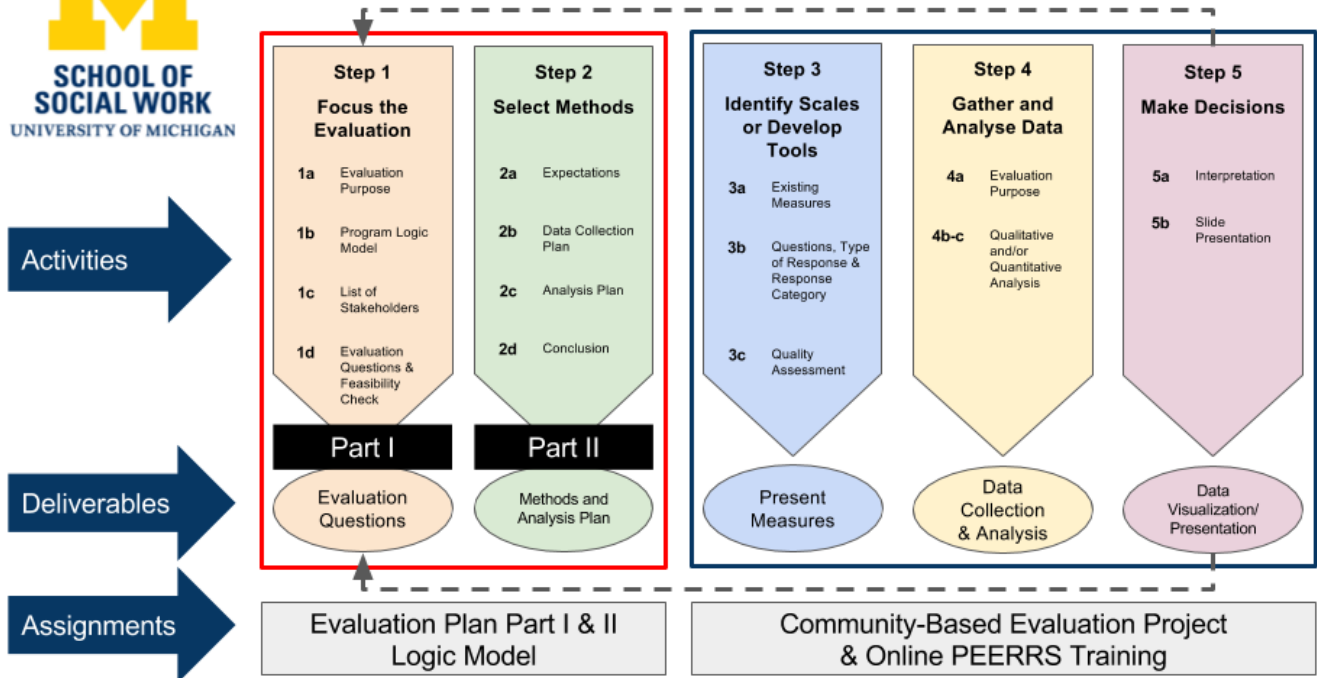
Each student will analyze survey data and prepare graphic results using power point slides and data visualization principles. The students will facilitate a data interpretation session with the client using the result slides [Detailed written instructional resources will be provided upon assignment to the class].



## E. Course Assignment Structure Diagram



### SW 683 Program Evaluation Course Assignment Workload Structure



## VII. GRADING CRITERIA FOR ASSIGNMENTS

### A. Summary of Assignments and Grading Points

Participation, Group Discussions, and Class Attendance	20
Homework and In-Class Assignments	25
Quizzes	30
Community-Based Evaluation Project	+ 25
	100 Total Course Grades

### B. Each Assignment will be given a numerical grade to represent a letter determined by:

Grade	Description
A+ 99-100	The grade of A+ will rarely be used and, in general, students should not expect to receive this grade on an assignment. <b><i>This grade signifies work that goes beyond the content of the course and the expertise students are expected to master. An A+ is rare to obtain but not impossible.</i></b>
A or A- A: 95-98 A-: 90-94	<b><i>The grade of A is used for assignments that demonstrate excellence.</i></b> These grades are reserved for student work which not only demonstrates excellent mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student.
B+ 89-87	<b><i>A grade of B+ is given to work determined to be very good.</i></b> This grade denotes that a student has demonstrated a more-than-competent understanding of the material.
B 86-84	<b><i>A "B" grade is given to student work meeting the basic requirements of the assignment.</i></b> It denotes that the student has done adequate work and meets basic course expectations.
B- 83-80	<b><i>The grade of "B-" denotes that a student's performance was less than adequate on an assignment, reflecting only a moderate grasp of expectations and/or content.</i></b>
C+: 79-77 C: 76-74 C-: 70-70	<b><i>A grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.</i></b>
D+ to F (below 70)	<b><i>Grades between D+ and F are a reflection of a failure to meet the minimum standards, reflecting serious deficiencies in all aspects of performance on the assignment.</i></b>

## VIII. ADDITIONAL COURSE INFORMATION

**A. Accommodations / Special Needs.** If you have a disability or impairment that requires an accommodation, please contact the instructor in the first two weeks of class to discuss what modifications are necessary. Any information you provide will be treated as private and confidential. For more information and resources, **contact the Services for Students with Disabilities office at G664 Haven Hall (734-763-3000), and Office of Student Services at SSWB 1748 (734) 936-0961.**

**B. Student Mental Health and Wellbeing.** University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support services are available. For help, contact **Counseling and Psychological Services (CAPS) at <https://caps.umich.edu/> or 734.764.8312**; during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You shall also consult Mental Health Services within the **University Health Services (UHS) at 734.764.8320**, and **<https://www.uhs.umich.edu/mentalhealthsvcs>**; or for alcohol or drug concerns, refer to **[www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).**

### C. Assignment Submission and Late Work

All assignments should be submitted to the Professor prior to the start of class on the due date. Electronic versions are preferred (as an email attachment) to allow for electronic feedback. All students are expected to submit their work in accordance with the deadlines. To be fair, I have adopted the following policy: **Late work will be graded down by 10 points out of 100 for (or 'into') each day it is late unless prior arrangements for an extension have been made with me.** An example of this policy is if the student turns in the assignment after class, in which case the original grade (let's say 92%) would instead be 82%, and so on. Extenuating circumstances may arise which make it difficult to turn in work on time. In such cases, I expect you to communicate prior to the deadline that an extension is needed so a mutually agreeable extension can be made.

### D. Academic and Scholarly Integrity

All written assignments must follow the outline provided by the instructor as well as the guidelines set forth by the **American Psychological Association in the APA Publication Manual, 6th edition** (Washington: APA, 2009). Please refer to the [APA Publication Manual](#) or consult with tutors from the University's [Sweetland Center for Writing](#) for correct APA style, otherwise points will be deducted from your assignment grade.

The **University's policy on academic integrity and the consequences for plagiarism** will apply to all written submissions. Plagiarism on an assignment in this course will result in a "0" for that assignment. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is the student's responsibility to become familiar with the information presented at: [http://www.rackham.umich.edu/policies/academic\\_and\\_professional\\_integrity/](http://www.rackham.umich.edu/policies/academic_and_professional_integrity/)

### E. Availability/Contacting the Instructor

The best way to reach me is via email. **Please place "SW683" in the subject line.** Please address the email in a formal manner and note that—due to the nature of my work—I am not able to check my email every day, and therefore, I might not be able to respond to your email right away. However, I will try my best to respond to your email within 24 hours of receipt. I am available to meet with students outside of the classroom by appointment and during scheduled office hours. Students are encouraged to meet with me during arranged times to:

- i. Ask questions about course material or assignments;
- ii. Review graded work;
- iii. Obtain suggestions for additional reading, and
- iv. Discuss other topics related to the course or to social work in general.

### **IX. Cell Phones/PDAs/Laptops**

I expect that students will ***turn off or mute any cell phones***, and will not respond to text messages or calls during class. These devices can be used during the break or after class. ***Use of laptops are acceptable in class***, as I recognize that some students take notes more efficiently using laptops or have purchased electronic versions of the text. Use of laptops for non-course related activities (i.e. web surfing, online shopping, emails, Facebook) is distracting to yourself, fellow students, and to the instructor. Engaging in such activity will adversely affect your participation grade in this course.

### **X. Grades**

I will explain my grading clearly and document explanations. I feel that honest and constructive feedback will serve you better in the long term. If you have questions regarding a grade you receive, you are welcome to come by and discuss that grade with me. Please keep in mind that a review of the materials could result in a higher, lower, or unchanged grade.



## XI. COURSE SEMESTER WORKING SCHEDULE

Week	Date	Topic	Weekly Readings	Class Activities	Assignments / Quizzes
1	1/4	<p><b>Introductions</b></p> <p><b>Pre-Course Evaluation Survey</b></p> <p><b>Course Instruction</b></p> <ul style="list-style-type: none"> <li>Basic Steps for Evaluation Research</li> <li>Types of Evaluation Methods</li> <li>Categories of Evaluation</li> </ul> <p><b>Instructional Tools:</b></p> <ul style="list-style-type: none"> <li>Royse et al, text</li> <li>Better Evaluation Tools</li> </ul>	<p><b>Textbook:</b> Royse et al, Chapter 1</p> <p><b>Readings on Canvas By Author:</b> Wall J. E.</p> <p><b>Web-Module:</b> Evaluation Types</p>	<p><b>Administer:</b> Pre-Course Competency Survey</p> <p><b>Review and Discuss:</b> Course Syllabus</p> <p><b>In-Class Discussion:</b> Community-Based Evaluation Project</p> <p><b>In-Class Activity:</b> Discussion Group Selection</p>	<p><b>At Home:</b></p> <ul style="list-style-type: none"> <li>Readings for 1/11.</li> <li>Community Tool Box: Developing a Logic Model</li> <li>Begin thinking about what program or service you want to evaluate</li> </ul>
2	1/11	<p><b>Course Instruction</b></p> <ul style="list-style-type: none"> <li>Evaluation versus Research</li> </ul> <p><b>Theory of Change/Logic Model</b></p> <ul style="list-style-type: none"> <li><a href="#">Community Tool Box: Developing a Logic Model</a></li> </ul> <p><b>Instructional Tools:</b></p> <ul style="list-style-type: none"> <li>Building Adult Capabilities to Improve Child Outcomes: A Theory of Change</li> <li>W. K. Kellogg Foundation (2004). <i>Logic Model Development Guide</i></li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Instructional Slides</li> <li>MAC Logic Model</li> <li>Logic Model Assignment: Page 14 of the Syllabus</li> </ul>	<p><b>Readings on Canvas Logic Model Folder:</b> W. K. Kellogg Logic Model Development Guide</p> <p>UW Ext Logic Model Guide</p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>What is a theory of change?</li> <li>Logic Model Development</li> </ul> <p><b>In-Class Multimedia:</b> <a href="#">Building Adult Capabilities to Improve Child Outcomes: A Theory of Change</a></p> <p><b>Demonstration:</b> <a href="#">Community Tool Box Developing a Logic Model</a></p> <p><b>In-Class Exercise:</b> Student work on developing logic models</p>	<p><b>Logic Model Assignment:</b> <i>Develop Draft Logic Model for Part I of the Evaluation Plan assignment.</i></p> <p><b>At Home:</b></p> <ul style="list-style-type: none"> <li>Readings for 1/18.</li> <li>Continue working on your logic model.</li> </ul>
3	1/18	<p><b>Community Client Meeting [COLLABORATIVE COMMUNITY LEARNING EXPERIENCE]</b></p> <p><b>Formative and Process Evaluations</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Community Partners</li> <li>Example logic models</li> <li>Course Syllabus Page 14 Logic Model Assignment</li> </ul>	<p><b>Readings on Canvas C-BEP Folder:</b> MAC Project &amp; MADE Project</p> <p><b>Textbook:</b> Royse et al, Chapter 5</p> <p><b>Web-Module:</b> Evaluation Question</p>	<p><b>In-Class Exercise:</b> Continue working on logic model for your evaluation plan.</p> <p><b>Community Partner Presentations</b></p> <p><b>In-Class Activity:</b> Students select Community-Based Evaluation Project</p>	<p><b>Logic Model Assignment Due:</b> <i>Final Draft of Logic Model for Part I of the Evaluation Plan assignment.</i></p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Readings for 1/25.</li> <li>Finalize logic model for your evaluation plan appendix.</li> <li>Web-Module - Evaluation Question</li> </ul>

Week	Date	Topic	Weekly Readings	Class Activities	Assignments / Quizzes
4	1/25	<p><b>Evaluation Approaches, Planning, and Conceptualization</b></p> <p><b>Instructional Tools:</b></p> <ul style="list-style-type: none"> <li>▪ Scope of work</li> <li>▪ Purpose of evaluation</li> <li>▪ Key questions</li> <li>▪ Evaluation approaches</li> <li>Client engagement strategies</li> </ul>	<p><b>Readings on Canvas</b></p> <p>Skillman Grantee Guide to Evaluation</p> <p>Royse et al, Chapter 14</p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluation Approaches</li> <li>▪ Framing Evaluation Questions</li> <li>▪ Writing Proposal</li> </ul> <p><b>In-Class Exercise:</b> Framing Evaluation Ques.</p> <p><b>Collaboration Group Discussions:</b></p>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Readings for 2/1.</li> </ul>
5	2/1	<p><b>Ethics, Values, and Program Evaluation with Underserved Populations</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">AEA evaluation guidelines</a></li> </ul> <p><b>Field Preparation</b></p> <ul style="list-style-type: none"> <li>▪ Human Subject Protection</li> <li>▪ Institutional Review Boards</li> <li>▪ PEERRS Training</li> </ul> <p><b>Instructional Tools:</b></p> <ul style="list-style-type: none"> <li>• Royse et al, text</li> <li>• <a href="#">AEA Guiding Principles Training Package</a></li> <li>• <a href="#">NASW Code of Ethics</a></li> </ul> <p><b>Instructional Tools:</b> <a href="#">PEERRS online training</a></p>	<p><b>Textbook:</b> Royse et al, Chapter 2</p> <p><b>Website:</b> <a href="#">AEA Guiding Principles Training Package</a></p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>▪ Ethical Issues in Program Evaluation</li> <li>▪ Ethical Certification PEERRS</li> </ul> <p><b>In-Class Discussion:</b> Mulroy &amp; Lauber Article</p> <p><b>In-Class Exercise:</b> NASW Code of Ethics and AEA Guidelines</p> <p><b>Demonstration:</b> <a href="#">PEERRS online training</a></p>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Readings for 2/8.</li> <li>• Web Module – Data collection Methods</li> </ul> <p><b>Assignment:</b> C-BEP #1 <a href="#">PEERRS Online Training</a></p>
6	2/8	<p><b>Data Collection Training</b></p> <ul style="list-style-type: none"> <li>▪ Data collection site confirmation</li> <li>▪ Working with sensitive populations</li> <li>▪ Survey Administration</li> </ul> <p><b>Selecting Measurement Instruments</b></p> <ul style="list-style-type: none"> <li>▪ Quantitative Data Collection</li> <li>▪ Checklist for Selecting Evaluation Measures</li> <li>▪ MLibrary Research Guide</li> </ul>	<p><b>Textbook:</b> Royse et al, Chapter 12</p> <p><b>Web-Module:</b> Data Collection Methods</p> <p><a href="#">MLibrary Research Guide</a> <a href="http://guides.lib.umich.edu/c.php?g=283088&amp;p=1886072">http://guides.lib.umich.edu/c.php?g=283088&amp;p=1886072</a></p>	<p><b>In-Class Exercise:</b> Topic of Ethics</p> <p><b>In-Class Discussion:</b></p> <ul style="list-style-type: none"> <li>▪ NASW Code of Ethics</li> <li>▪ CSWE Practice Behaviors Exercise</li> </ul> <p><b>Collaboration Group Discussions:</b></p>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Readings for 2/15.</li> </ul> <p><b>Assignment Due at 5:59 PM:</b> C-BEP # 1 <a href="#">PEERRS Online Training</a></p> <p><b>Release Quiz 1:</b> 9:00 PM on the Canvas website</p>
7	2/15	<p><b>Data Protocol Development</b></p> <ul style="list-style-type: none"> <li>▪ Customer Satisfaction</li> <li>▪ Designing Qualitative Procedures</li> <li>▪ Mixed Methods Approach</li> </ul> <p><b>Types of Mixed Method Designs</b></p> <p><b>Content Analysis as a Method of Data Collection</b></p> <p><b>Instructional Tools:</b></p> <ul style="list-style-type: none"> <li>▪ Creswell</li> </ul>	<p><b>Textbook:</b> Royse et al, Chapter 4, 7, &amp; 11</p> <p><b>Readings on Canvas By Author:</b> Logie et al</p> <p>Drisko &amp; Maschi Chapter 2</p> <p>Creswell</p>	<p><b>Review Quiz # 1</b></p> <p><b>In-Class Exercise:</b> El Sistema Data Collection Tools (Mixed Methods)</p> <p><b>Collaboration Group Discussions:</b></p>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Prep for Field Entry on 2/22.</li> </ul> <p><b>Quiz Due:</b> Quiz 1 completed by 5:59 PM.</p>

Week	Date	Topic	Weekly Readings	Class Activities	Assignments / Quizzes
8	2/22	<b><i>In-Field Data Collection</i></b> <ul style="list-style-type: none"> <li>School-based project</li> </ul> <p>[STUDENTS ARE IN THE FIELD]</p>		<b>In-Field Activities Data Collection and Entry</b>	<b>At Home:</b> <ul style="list-style-type: none"> <li>C-BEP # 2 Data Collection and Entry</li> <li>Work on Evaluation Plan</li> <li>Readings for 3/8.</li> </ul>
9	3/1	<b>SPRING BREAK – NO CLASS</b>			
10	3/8	<b><i>Data Entry and Management</i></b> <b>[COLLABORATIVE COMMUNITY LEARNING EXPERIENCE]</b> <ul style="list-style-type: none"> <li>SPSS Database Design</li> <li>Data Management</li> </ul> <p><b>Qualitative Methods</b></p> <ul style="list-style-type: none"> <li>Focus groups</li> <li>Interviewing protocols</li> </ul> <p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>Evaluator Observation</li> <li>Process Notes</li> </ul> <p><b>Instructional Tools:</b>  SPSS Database/Data Dictionary  -Pre Course Evaluation  Edmonds &amp; Kennedy</p>	<p><b>Textbook:</b>  Royse et al, Chapter 5</p> <p><b>Access SPSS:</b>  <a href="#">Midesktop</a></p>	<p><b>Demonstration:</b>  Administer Focus Group</p> <p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>Data Management</li> <li>Process Evaluation</li> <li>Qualitative Methods</li> <li>Mixed Methods</li> </ul> <p><b>In-Class Discussion:</b>  Evaluation Plan – Part I Assignment</p> <p><b>Collaboration Group Discussions:</b></p>	<p><b>Assignment:</b>  <i>Evaluation Plan – Part I</i></p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Readings for 3/15.</li> </ul> <p><b>Assignment Due at 5:59 PM:</b>  C-BEP # 2  Data Collection and Entry</p>
11	3/15	<b><i>Pragmatic Issues in Data Analysis and Evaluation</i></b> <p><b>Data and Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>Creating an analysis plan</li> <li>Data cleaning</li> <li>Descriptive statistics</li> <li>Bivariate statistics</li> </ul>	<p><b>Textbook:</b>  Royse et al Chapter 13</p> <p><b>Readings on Canvas</b>  <b>By Author:</b>  Rosenthal J. A.</p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Statistics</li> </ul> <p><b>In-Class Exercise:</b>  Data Analysis Plan Assignment on Canvas</p> <p>SPSS Lab Exercise on Canvas</p>	<p><b>Assignment Due:</b> <i>Evaluation Plan – Part I</i></p> <p><b>Assignment:</b>  C-BEP #3 Data Interpretation / SPSS Analysis</p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Readings for 3/22.</li> <li>Web Module – Statistical Tests</li> </ul>
12	3/22	<b><i>Data Presentation, Results, and Write up</i></b> <p><b>Instructional Tools:</b>  Rosenthal J. A.  Royce et al</p>	<p><b>Textbook:</b>  Royse et al, Chapter 14</p> <p><b>Web-Module:</b>  Statistical Tests</p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>Data Presentation</li> <li>Write Up</li> </ul> <p><b>Collaboration Group Discussions:</b></p> <p><b>In-Class Discussion:</b>  Evaluation Plan – Part II Assignment</p>	<p><b>Assignment:</b>  <i>Evaluation Plan – Finish Parts I &amp; II</i></p> <p><b>Assignment Due:</b> C-BEP #3</p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Readings for 3/29.</li> <li>Web Module – Sampling Methods</li> </ul>

Week	Date	Topic	Weekly Readings	Class Activities	Assignments / Quizzes
13	3/29	<p><b>Sampling in Evaluation</b></p> <p><b>Outcome Designs</b></p> <ul style="list-style-type: none"> <li>Single System Research Design</li> <li>Group Research Designs</li> </ul> <p><b>Instructional Tools:</b> Royce et al Clay et al Article</p>	<p><b>Readings on By Author:</b> Clay et al</p> <p><b>Web-Module:</b> Sampling Methods</p> <p><b>Textbook:</b> Royce et al, Chapters 6 &amp; 9</p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>Sampling</li> <li>Outcome Designs</li> </ul> <p><b>In-Class Activity:</b> Small group discussions - Recruiting and retaining hard to reach populations [Clay et al, Article]</p> <p><b>In-Class Activity:</b> Research Design Exercise</p>	<p><b>Release Quiz 2:</b> 9:00 PM on the Canvas website</p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Readings for 4/5.</li> </ul>
14	4/5	<p><b>Needs Assessments</b></p> <ul style="list-style-type: none"> <li>What is a needs assessment?</li> <li>How to conduct a needs assessment?</li> <li>Client assessment versus staff training needs assessment</li> </ul> <p><b>Cost Effectiveness Designs</b></p> <ul style="list-style-type: none"> <li>Cost Effectiveness Analysis</li> <li>Cost-Analysis</li> </ul> <p><b>Instructional Tools:</b> Royce et al Assigned articles</p>	<p><b>Textbook:</b> Royce et al, Chapter 3</p> <p><b>Readings on Canvas By Author:</b> Hall, et al Kenagy, G. P</p> <p><b>Textbook:</b> Royce et al, Chapter 10</p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>Conducting Needs Assessments</li> <li>Discover Content Analysis</li> <li>Cost-Effectiveness Designs</li> </ul> <p><b>Review:</b> Quiz # 2</p> <p><b>In-Class Exercise:</b> Students will plan and conceptualize a needs assessment</p> <p><b>In-Class Activity:</b> Reflective Assignment</p>	<p><b>Quiz Due: Quiz 2 completed by 5:59 PM</b></p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Submit In-Class Reflective Assignment via Canvas</li> <li>Readings for 4/12.</li> <li>Prepare data visualization presentations for C-BEP.</li> </ul>
15	4/12	<p><b>Data Interpretation Meeting [COLLABORATIVE COMMUNITY LEARNING EXPERIENCE]</b></p> <ul style="list-style-type: none"> <li>Community Partner Meeting</li> <li>Student Presentations</li> </ul> <p><b>Course Instruction</b></p> <ul style="list-style-type: none"> <li>Program Monitoring</li> </ul> <p><b>Presentations:</b> Student Group Data Visualization Assignment of the Community-Based Evaluation Project</p>	<p><b>Canvas 'Program Evaluation' folder</b></p>	<p><b>Course Instruction:</b></p> <ul style="list-style-type: none"> <li>Community Engagement</li> <li>Data Presentation and Key Stakeholder Interpretations</li> <li>Program Monitoring</li> </ul> <p><b>Student Presentations</b></p> <p><b>In-Class Activity:</b> Administer Post-Test Course Evaluation Survey</p>	<p><b>Assignment Due:</b> <i>C-BEP #4 Data Visualization and Presentation</i></p> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>Study for Final Quiz</li> </ul>
16	4/19	<p><b>Exam Week / Final Quiz # 3</b></p> <p><b>Final Quiz # 3 Due:</b> Due at 11:59 PM on Friday, April 21, 2017</p>	<p><b>Study for Final Quiz</b></p>	<p><b>In-Class Activity:</b> Instructor Presentation on Course Competencies and Evaluation</p>	<p><b>Assignment Due: Part I &amp; II Combined Evaluation Plan Assignment at 11:59 PM.</b></p> <p><b>Release Quiz 3:</b> Final Quiz # 3 available on Canvas at 9:00 PM.</p>

## XII. Evaluation Plan Writing Guidelines for Parts I & II.

### A. Guidelines for Evaluation Plan – Part I (10 points)

<b>Part I</b>	
<b><i>I. Purpose of Evaluation (3 points)</i></b>	
a.	Identify and describe the problem or need your evaluation aims to address.
b.	Conduct a critical review of empirical literature on the problem or need, including any literature on the specific intervention, program, or service being evaluated (if available).
c.	Justify why it is important to address the problem or need using evaluation.
d.	State the purpose or aim of the evaluation.
<b><i>II. Research Question(s) (1 points)</i></b>	
a.	Identify the research question(s) you plan to address in the evaluation. The question(s) should related to the problem or need and directly link to the purpose or aim of the evaluation.
<b><i>III. Target Population (1 points)</i></b>	
a.	Identify the group or groups affected by the problem or need and/or who will benefit from the intervention, program, or service being evaluated.
<b><i>IV. Intervention, Program, or Service Evaluated (1 points)</i></b>	
a.	Briefly describe the intervention, program, or service that you plan to evaluate and identify the core components. Note: This may not apply to needs assessments or formative evaluations.
<b><i>V. Goals &amp; Objectives of the Program &amp; Evaluation (2 points)</i></b>	
a.	Describe measureable goals and objectives of the evaluation.
b.	Identify any specific strategies for achieving goals and objectives.
c.	Using the logic model, explain the theory or assumptions guiding your expectation that the intervention, program, or service will meet its goals & objectives (e.g., change, prevent, or treat the specified problem or need).
<b><i>VI. Stakeholders (1 points)</i></b>	
a.	Identify potential stakeholders (e.g., persons involved in and/or affected by the evaluation) and explain their role in the evaluation process.
<b><i>VII. References (0.5 points)</i></b>	
a.	References are used appropriately and in APA format.
<b><i>VIII. Writing Quality (0.5 points)</i></b>	
a.	Use of correct grammar, punctuation, and sentence structure.
b.	Use of active voice.
c.	Use of organization tools (e.g., headings/subheadings).

## B. Guidelines for Developing an Evaluation Plan – Part II (10 points)

Part II	
<b><i>I. Research Design (2 points)</i></b>	
a.	Specify the research design planned for the evaluation and why it was selected.
b.	Describe how the research design will address the research questions, goals and objectives, and outcomes.
c.	Address any strengths and limitations of the design, including potential threats to internal validity (e.g., selection, maturation, dropout).
<b><i>II. Sample (1 point)</i></b>	
a.	Describe the type of sample that will be selected and why it was selected.
b.	Identify inclusion/exclusion criteria that will be used for selecting participants and a rationale for the criteria.
c.	Describe how you will recruit and retain participants.
d.	Briefly explain how you will protect the rights of participants (e.g, ethical issues of informed consent, voluntary participation, protection of sensitive data).
<b><i>III. Data Collection (2 points)</i></b>	
a.	Describe how and where you will get your data for the evaluation.
b.	Specify whether new, primary data or secondary data will be used.
c.	Define and operationalize the measures you plan to use. If you plan to use any standardized measures, report their reliability and validity.
<b><i>IV. Analysis Plan (2 points)</i></b>	
a.	Describe the appropriate statistical techniques for analyzing data on sample characteristics and outcome measures.
<b><i>V. Conclusion (2 points)</i></b>	
a.	Identify strengths and limitations of the planned evaluation.
b.	Describe any expected implications the evaluation has for practice, policy, and/or research.
<b><i>VI. References (0.5 points)</i></b>	
a.	References are used appropriately and in APA format.
<b><i>VII. Writing Quality (0.5 points)</i></b>	
a.	Use of correct grammar, punctuation, and sentence structure.
b.	Use of active voice.
c.	Use of organization tools (e.g., headings/subheadings).

### **Appendix: Attach Logic Model**

This written assignment requires the articulation of a program's theory of change using a one-page logic model. The logic model will include (1) a description of clients and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected client outcomes. Include names and references for relevant theories, curriculums, and/or research that inspired the development of the model. Include a Reference/Resource page to identify published references (theorists, research studies) and other source materials (i.e. program handbooks, interviews with program staff) used in the development of the logic model.



**XIII. Course Competency Survey Form [Pre-Post Measurement]**

**Participant ID: \_\_\_\_\_**

**PROGRAM EVALUATION COMPETENCY AND ATTITUDE SURVEY: SINGLE-SUBJECT DESIGN**

*Directions: You will complete a pre and post course survey exercise.*

**Survey (Circle):** Pre **Or** Post **Date:** \_\_\_\_\_ **Student Name (Printed):** \_\_\_\_\_

**IMPORTANT:** The information you provide will **not** be used to assess your performance in this course. I will be asking questions about the course, your understanding and comfort level with research. However, the data collected will be used solely for the purpose of improving the course structure, instruction, and objectives. No one other than myself will be able to identify you in the analysis, results, and conclusions. **AGAIN,** this survey is specifically for the purpose of improving this course and overall student outcomes. **INFORMED CONSENT:** This survey is completely voluntary. You have the right to not answer any of the questions. At any point, you can choose not to participate. Your decision whether or not to participate in the evaluation will not positively or negatively impact your standing in the course. If you agree to participate in this survey, you will be asked to analyze your thoughts, feelings, and confidence about research.

Using the following subjective rating scale (between 1 and 9) that measures research confidence class, (1 = not confident at all, 5 = somewhat confident, 9 = completely confident), complete the following questions:

**PART A. How confident are you in:**

- \_\_\_A1. Formulating a research problem consistent with human rights and social justice?
- \_\_\_A2. Gathering empirical literature relevant to my topic of interest?
- \_\_\_A3. Adhering to ethical standards in conducting research?
- \_\_\_A4. Conducting a research project?
- \_\_\_A5. Using research to inform practice and practice to inform research?
- \_\_\_A6. Analyzing results using quantitative and qualitative methods?
- \_\_\_A7. Writing a research report?
- \_\_\_A8. Analyzing the impact of a study's findings for social work practice?
- \_\_\_A9. Analyzing the impact of a study's findings for social policy?
- \_\_\_A10. Analyzing the impact of a study's findings for human rights and social justice?
- \_\_\_ Part A Total Score (scores can range from 10 through 90)

**Part B. Anxiety Scale:** Circle the number that best represents how anxious you feel about research.

10	20	30	40	50	60	70	80	90	100
Not Anxious at all				Moderately Anxious					Extremely Anxious

**Part C & D: Please answer these additional questions [C: Pre-Plan] [D: Post-Actual]:**

- \_\_\_C1. How many hours this term did you attend research classes? \_\_\_D1. C = Pre-Plan Hours
- \_\_\_C2. How many hours this term did you read research materials? \_\_\_D2. D= Post-Actual Hours
- \_\_\_C3. How many hours this term did you conduct research? \_\_\_D3.
- \_\_\_Part C Total Hours Planned this term? \_\_\_ Part D Total Actual Hours

**Part E: Please write a paragraph on your thoughts and feelings about research and/or the process of research** [If you need additional space, please write your response on the back this form].

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Adapted from Maschi, T. *Research Competence Survey and Graph*. New York: Community Research and Evaluation Collaborative (2010).

#### **XIV. Community-Based Evaluation Project (C-BEP) # 4: Data Analysis and Visualization Assignment**

**Students will form groups to analyze, organize, and present data results / evaluation findings** for their respective community-based projects.

1. Student groups will use a **clean data file** for their analysis and data visualization assignment. Check the C-BEP folder on Canvas for sample reports of evaluation findings and data visualization ideas.
2. **Each group shall identify (4) metrics of interests** from the data set to analyze quantitatively using SPSS. The results should be presented using PowerPoint software (.ppt)
3. **Students can use SPSS, Excel, GIS, or** other statistical software to develop figures, findings, and data visualizations to present in PowerPoint (PPT) presentations.

**Every student is required to participate in the data analysis, development and delivery of the presentation.** Student should discuss in advance the metrics to be used and how the data will be presented to the class. Students will have up 15 minutes to use as they would like using PPT and other activities (e.g., use of handouts, summary and or data analyses).

**SPSS Data files will be provided via Canvas in the C-BEP folder.** There will be a clean SPSS data file ready for analysis posted on the Canvas C-BEP folder. Students should refer the lab materials on Canvas. More specifically, the **Companion Guide to Accompany Statistics and Data Interpretation for Social Work SPSS Version 19** in the Lab folder on Canvas for instructions on conducting descriptive and/or inferential statistical analyses using SPSS; and the instructional steps for how to create charts and graphs using SPSS.

**Option 1:** Students can follow Chapter 3 in the above mentioned instructional **Guide** to learn how to run analysis, create and edit figures including bar charts, histograms, line graphs, pie charts, and box plots in SPSS. Student can use the “Chart Builder” facility to design charts.

**Option 2:** Student use other software (e.g., GIS, SAS, Excel, Word, etc) to develop the figures (graphs and charts) to be presented in the PPT.

**Final Data Visualization presentation** should include descriptions of each graph or figure, state the findings, and any implications and/or reflections of the data. The presentation must include data depicted graphically for full credit. However, students may use the PPT to write up summary, implications, or to introduce new concepts on the topic presented.

**Instructor Responsibilities:** The instructor will ensure C-BEP folder have the required SPSS data file, data analysis and interpretation instructional guide, and sample reports respective projects with examples of findings and data visualization figures.

The Instructor is also available to offer each group with statistical analysis and data visualization consultation prior to submission. Please make an appointment via to meet me at Curtis Center for any consultation required.

If you require any printing in advance (within reason of course) let me know and I am happy to assist. But, be sure to develop a presentation using PowerPoint or some other type of presentation software. Please contact me with questions or concerns.