SEMESTER: Fall, 2005  
COURSE TITLE: Evaluation in Social Work  
COURSE NUMBER: 683  SECTION: 006  
MEETS: 2PM-5PM, Thursday  
CREDIT HOURS: 3  

PREREQUISITES: 522 or permission of instructor  
PROFESSOR: Deborah Willis, MSW, Ph.D.  
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PHONE: 734.785.7769  
OFFICE HOURS: 12 -2 Thursday or by appointment

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 the social programs, and systems that serve them. It thus 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 populations at risk, including people of color, women, the poor, and gay and lesbian groups. 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 and their fit with the social context.

Course Objectives:

Upon completion of the course, students will be able to:
1. Understand the various types of evaluation that are appropriate to answer questions consonant with a program’s developmental stage.
2. Specify a program for evaluation including its theory of change.
3. Develop skills in logic modeling
4. Plan an outcome evaluation of a social work program.
5. Understand dissemination strategies that engage the policy and/or practice communities with the results and findings of evaluation activities in order to foster changes in polices and programs.
6. Critically evaluate existing evaluation studies for their consistency with the values reflected in the curricular themes.

Course Design

The course will use diverse pedagogical methods, including lectures, participatory discussions, written assignments, student presentations, and experiential exercises related to course materials. Guest speakers may be invited to address special topics.

Relationship of the Course to Four Curricular Themes

- **Multiculturalism and Diversity**: Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, sexual orientation, age, and other forms of social stratification and disenfranchisement 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 and Social Change**: 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 evaluation participants can mobilize to shift imbalances of power and resources.

- **Promotion and Prevention**: Students will develop the capacity to develop and evaluate prevention and promotion, as well as rehabilitation programs, designed to reduce risk of onset of problems and promote healthy development.

- **Social Science**: 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.

Course Assignments and Expectations

Students are expected to complete all assigned reading assignments prior to the appropriate class and to use them as the basis for informed participation in class discussions. It is expected that students will submit work on schedule. Failure to meet these expectations may result in reduction in grades.
It is further expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies, and observance of religious holy days. Any such absences or tardiness should be discussed directly with the course instructor, and students must make arrangements to complete class work which is missed. Students with more than two unexcused absences may risk failure.

Course expectations include completion of six assignments that will be weighted in the following manner along with class participation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>PEERRS Certification</td>
<td>(Due Sept. 22)</td>
<td>5%</td>
</tr>
<tr>
<td>Applied article reviews (2)</td>
<td>(completed by Dec 8)</td>
<td>10%</td>
</tr>
<tr>
<td>Program Specification</td>
<td>(Due Oct. 20)</td>
<td>15%</td>
</tr>
<tr>
<td>Measurement Critique</td>
<td>(Due Nov. 3)</td>
<td>10%</td>
</tr>
<tr>
<td>Sampling and Design Plan</td>
<td>(Due Wed. Nov. 23)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>(Due Dec. 15)</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>(Ongoing)</td>
<td>10%</td>
</tr>
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*PEERRS Certification:* Students will complete the University of Michigan Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) training modules. This is a web-based instruction made up of 4 modules. It is designed for members of the University community who are engaged in research in order to help participants gain knowledge and awareness of responsible research practices. Students will receive full credit if the module is completed on time. Instructions for taking the modules to become certified are found at the following website:

[http://www.research.umich.edu/training/peerrs.html#modules](http://www.research.umich.edu/training/peerrs.html#modules)

*Applied article review:* Students will choose two (2) articles from the list of “applied articles” listed at the end of each session outlined on the topical outline. Students will read the articles and respond to each article based on a reading guide provided by the instructor. The goal of this assignment is to give students an opportunity to critically evaluate published evaluation material for its use in an agency setting. Each critique will be a maximum of two pages in length and will combine personal reaction with a critique of the evaluation based on what the student has learned in class.

*Program Specification:* Students will work with their field instructor to select a program or problem within an agency for evaluation. The program or problem must be of interest to the agency and add to their understanding of clients’ needs, program impact, the process by which specific and known impacts occur, etc. This will require the student to interact with the field instructor and/or the instructor’s designee.

After identifying the problem or program that will be studied, the student will be asked to design a logic model for the program and to answer a series of questions about the program including: 1) the client and/or system conditions that the program attempts to address; 2) a description of the major program processes and/or activities; 3) a listing of the program’s stated goals and objectives and 4) an enumeration of both the expected immediate
(objectives) and long-term (goals) outcomes and a rationale for why these are expected to be achieved. The goal here is to show the relationship between the evaluation question and the program to which it is tied. Before the student can turn in the program specification assignment, she/he must get feedback from the field instructor/designee to make sure the model represents the program under study.

**Measurement Critique:** Students will be asked to identify an instrument that they might use in the evaluation of the program described in the first assignment. They will then be asked to discuss the populations/samples upon whom the instrument was developed and/or standardized; the steps taken to ensure the reliability and validity of the measure; and the instrument's directness, reactivity, sensitivity to change and ease of administration and completion. The ease of administration and completion is not only related to the qualities of the instrument itself but also to how easily it can be incorporated into the array of information already collected by the agency. Information from the instrument should also be rated in terms of its usefulness to program staff for use outside of the evaluation.

**Sampling and Design Plan:** Students will be asked to identify a design and sampling plan that they might use in the evaluation of the program described in the first assignment. They will also be asked to address questions regarding the ethics of program evaluation as they apply to their proposed plan. The design part of this paper will include a description of the research design which will be used and, if applicable, how the student would form the proposed research groups. Students will also be asked to discuss the strengths and limitations of the chosen design in terms of its ability to answer the evaluation question under study. In the sampling part of this paper, students will be asked to formally identify the sample they would use in their evaluation, including a discussion of the type of sampling to be utilized, a description of how this sampling technique will be implemented, and anticipated problems in gathering the sample or with sample attrition. Because the evaluation is meant to be utilized by staff, the sampling and design plans will need to comply with current program standards. Your critique of your plan (discussion of strengths and weaknesses) will need to take into account the very real setting in which the program is delivered.

**Final Paper:** Building upon and augmenting the work already done during the semester, and utilizing readings and classroom activities, students will be asked to present a final evaluation proposal. It will incorporate information from the program description, measurement, and design and sample papers already completed. In addition, students will be asked to do a number of additional tasks, including an articulation of the major research questions, the data collection strategy, as well as an analytic plan. In addition, students will be asked to discuss the limitations of their proposed study, as well as to report on how they propose to disseminate the findings to encourage program change should that be called for. They will also be asked to describe how they would use program stakeholders at each stage of the evaluation process.

All assignments will be available to students at least two weeks before they are due, and will be discussed in detail in class prior to their due date. Assignments are due at the
beginning of the designated class section — late papers will be accepted only at the instructor’s discretion and requires a discussion with the instructor prior to the due date.

Since each assignment relates to an important step in the evaluation process and builds on the assignment that precedes it, students are urged to contact the instructor if they wish to discuss their ideas prior to submission or to discuss issues after their papers are returned to them. It is strongly suggested that students follow the outline provided by the instructor when completing each of the assignments, as these will be detailed and provide the student with a blueprint for successful completion.

All assignments must be typed, double spaced, and, when appropriate, use appropriate referencing and bibliographic formats. The University Library web resources also has a brief guide to APA style: [http://www.lib.umich.edu/ugl/research/citationguide/APA5thed.pdf](http://www.lib.umich.edu/ugl/research/citationguide/APA5thed.pdf)

Papers should have page numbers and should be proofread prior to submission, since the quality of the paper will be impacted by its visual presentation, the use of proper grammar and spelling, and other ‘pride of authorship’ issues.

**Grading Criteria For Written Assignments:** Each written assignment is given a letter grade. The grade of A+ will rarely if ever be used, and, in general, students should not expect to receive this grade on an assignment, for it signifies work that clearly goes beyond the content of the course and the expertise students are expected to master. Other grades will be determined based on the following criteria: (1) grades of A or A- are reserved for student work which not only demonstrates very good 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 her or his 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; (2) a grade of B+ is given to work which is judged to be very good -- this grade denotes that a student has demonstrated a more-than competent understanding of the material being tested in the assignment; (3) a grade of B is given to student work which meets the basic requirements of the assignment -- it denotes that the student has done adequate work on the assignment and meets basic course expectations; (4) a grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations; (5) variations of the C grade reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement; (6) grades between D and E are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment. Late assignments accepted by the instructor will be graded down by at least one step in the grading scheme.

Papers that are turned in and rated at C or lower will not be graded and students will be given an opportunity to re-write the paper and receive a grade above a C after consultation with the instructor. Students who receive a grade of B- or above will NOT have the opportunity to re-write assignments.
Class Participation and Discussion

Students will be given a series of in-class assignments related to the topic for a specific session. Students will work together in small groups in class to complete the assignments and will then engage in a discussion reflecting on the assignment. Because the in-class assignments are important in applying what is being learned in the readings and class lectures, students need to attend class in order to benefit for these application opportunities. For that reason, attendance will be taken. At the same time, it is also understood by the instructor that “things happen” and students will be allowed three absences before their grade is impacted.

Final Grades

Final grades will be determined by multiplying the worth of the assignment (or completion of PEERRS module or class participation) by the following grade points: [A+ = 4.3]; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0, etc., and rounding the score to the nearest letter grade, with some discretion left to the instructor to round up if other factors come into play.

Academic Integrity

Students have already been provided with information regarding plagiarism at their orientation, and materials addressing this issue appear in the Student Handbook. Students are reminded that this class will operate under the Student Code of Academic and Professional Conduct which appears on page 18 of this Student Handbook: [http://www.ssw.umich.edu/studentGuide/2004/studentGuide2004.pdf]. This section of the handbook describes plagiarism, procedures for processing alleged infractions, and the range of possible sanctions.

For other information on academic integrity and proper citations for papers see SSW Library online tutorial on this topic [http://www.lib.umich.edu/ugl/searchpath/index.html] as well as the SSW Library web page on writing a paper, with links to plagiarism information at [http://www.lib.umich.edu/socwork/researchpaper.html]. University Library and CRLT web resources on academic integrity can be found at [http://www.lib.umich.edu/acadintegrity/]

REQUIRED TEXTS/MATERIALS


Supplemental required readings found on coursetools and in a coursepack available at Ulrich’s.
TOPICAL OUTLINE

Session 1 – September 8, 2005
*Introductions, Class Overview and a Discussion of Program Evaluation*

**Basic Reading**

Rossi, Freeman & Lipsey, Chapter 2.

Session 2 – September 15, 2005
*An Overview of the Field of Evaluation and Ethics in the Evaluation Process.*

**Basic Readings**

Rossi, Freeman & Lipsey, Chapers 1, 12.


Various Handouts on Ethical Considerations –NASW Code of Ethics, the AEA Taskforce on Principles, and sample consent form.

Session 3 – September 22, 2005
*Newer Thinking About the Purposes, Conduct and Use of Evaluation – Inclusion, Social Justice, and Issues of Cultural Competence*

**Basic Reading**

Rossi, Freeman & Lipsey, Chaper 3.


Applied Reading


Session 4 – September 29, 2005

Needs Assessment

Basic Reading

Rossi, Freeman & Lipsey, Chapter 4.

Applied Readings


Sessions 5 and 6 – October 6 and October 13, 2004
Dissecting and Specifying Programs and their Components

Basic Readings

Rossi, Freeman & Lipsey, Chapter 5.


Applied Readings


Session 7 -- October 20, 2005 Program Specification Paper Due
Measurement Issues in Program Evaluation

Basic Readings

Rossi, Lipsey & Freeman, Chapter 6


**Applied Readings**


**Session 8 — October 27, 2005**

*Program Monitoring and Improvement*

**Basic Readings**

Rossi, Freeman & Lipsey, Chapter 6


**Applied Readings**


Sessions 9-11 – November 3, 10, and 17, 2005
Measurement Critique Due -- Session 9, November 3

Outcome Evaluations

Basic Readings

Rossi, Freeman & Lipsey, Chapters 8 & 9.


Applied Readings


REMINDER

YOUR SAMPLING AND DESIGN PLAN ARE DUE PRIOR TO THANKSGIVING BREAK, ON OR BEFORE WEDNESDAY, NOVEMBER 23. THIS IS NECESSARY SO THAT IT CAN BE GRADED AND RETURNED TO YOU WITH COMMENTS ON DECEMBER 3. THIS IS THE ONLY WAY IN WHICH WE WILL HAVE ENOUGH TIME TO DISCUSS ISSUES THAT ARISE ON THESE PAPERS IN CLASS AND TO ALLOW YOU TO INCORPORATE MY COMMENTS INTO YOUR FINAL PAPERS.

Session 12 — December 3, 2004
Analysis of Data and Issues of Dissemination and Utilization

Basic Readings

Rossi, Freeman & Lipsey, Chapter 10


Session 13 – December 8, 2004

Real World Implementation Issues and Discussion of Final Papers

Basic Reading


Final Paper Due December 15, 2004