1. 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.

2. 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.

3. 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.

4. Course Design
The course will use an integrative learning approach. Students will select local community-based evaluation projects based on their areas of interest and educational needs, and form, groups of 2 to 4 students. Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student
presentations, and role plays will be used. Client agency guests may be invited to present evaluation needs and discuss evaluation results. Students will access C-Tools for additional course-relevant resources. Each course meeting will include a mini-lecture, group time to work on evaluation project, and consultation from the instructor or assistant.

5. **Relationship of the Course to Four Curricular Themes**

- **Multiculturalism and 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 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 participants of evaluation 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 that are 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.

6. **Intensive Focus Statement 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, 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.

7. **Relationship of the course to Social Work Ethics and Values**

This course will emphasize the relationship of the NASW’S Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW’S Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).

*Course Statement Approved: Governing Faculty Meeting Nov. 8, 2006.*
ASSIGNMENTS
Assignments will be completed by project groups of 2 to 3 students. Assignments will be submitted on C-tools for feedback and grading. All student groups must complete the Required assignments indicated with R. Student groups can select from the list of Optional assignments (indicated with O) to complete the point requirement total of 100 points. These optional assignments are selected to meet the needs of the client agency as described in the project evaluation plan. Any deviations from the assignment list must be approved by the instructor.

R1. Two Site Visits (5 points per visit)
Each student project group must make two visits to the client agency. Students must document the meeting agenda and the notes of what transpired, including action steps. These documents will be submitted on C-tools. On occasion, a project team will make more than two visits; however, a maximum of 10 points will be assigned for site visits.

R2. Program Specification Using Logic Model (15 points)
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 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 model.

R3. Program Evaluation Plan (15 points)
Students will design a 1-3 page Program Evaluation Plan for the program specified in the first 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. References will include a listing of evaluation articles that were used to inform the evaluation plan.

R4: Presentation of Project to the Class (10 points)
On the last class, students will present project process, deliverables, and evaluation lessons learned using 3 to 4 power point slides. Presentation will be 15 minutes in length and will include time for questions.

O1. Development of a data collection tool (10 points)
Students will design a survey, interview protocol, focus group script or observation tool for their project in accordance with the project evaluation plan.

O2. Standardized tool review (10 points)
Students will cull the literature and internet search engines for reviews of standardized evaluation tools (tests of validity, reliability). Students will report on search results using a matrix or write an abstract of review results.

O3. Data entry and analysis (20 points)
Students will design a database in PASW (formerly SPSS) to enter data. The data will be analyzed using descriptive statistics, frequencies, and bi-variates (as needed). Output will be generated to answer key evaluation questions. Data analysis can be conducted on data previously collected by the client agency.

O4. Dissemination: Executive Summary Report (15 points)
Students will use PAWS output results to write 1-2 page “executive summary” for client agency stakeholders. Graphics are expected.

O5. Dissemination: Power Point Slide Presentation of Results (20 points)
Students will use PAWS output results to develop power point slides of results. Students will present to client agency stakeholders. Graphics are expected.
Attendance/Participation
Students are expected to attend all lectures unless they are engaged in project site visits. Coming to or
leaving class mid-way is considered an absence. Students are expected to participate in the following course
activities: small group projects, computer lab sessions, mock exercises, mini-lectures, and instructor
consultation meetings and discussions.

Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. Assignments
submitted more than two days late will be graded down one full grade (points are calculated by assignment)
when the assignment is submitted late. Exceptions will need prior permission of the instructor.

Grading System
Grades are earned by successfully completing the work on the assignments, demonstrating understanding of
the evaluation concepts, attending and participating in class. A 100-point system is used. At the end of the
term, the numerical grades earned for each written assignment will be translated into letter grades according
to the following formula:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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</tbody>
</table>

Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the
normal expectations of the course. The student must formally request an incomplete with the instructor prior
to the final weeks of class. Students with specialized learning needs are requested to make an appointment
with the instructor to discuss the necessary arrangements. Please review the Student Guide section on
Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and
discrimination policies. Students are expected to complete assignments on their own.

TEXTS

Required Text

Other Text Resources (on reserve at the School of Social Work Library)


LECTURES: Date, Topics and Readings

Lecture 1, May 10
Topics: Introduction to course expectations, overview of program evaluation (compared to research), evaluation at the program level, types of evaluation, review of student experiences and interests, evaluation standards and ethics.

- Royse Chapter 1: Introduction
- NASW Code of Ethics, Evaluation-relevant standards. (Handout)

Lecture 2, May 17
Topics: Types of evaluation, program theory of change, logic modeling, evaluation planning. Role Play: Logic model development and evaluation planning for agency serving adolescent girls in West Virginia.

- Royse Chapter 2: Ethical Issues in Program Evaluation

Lecture 3, May 24
Topics: Project options, form groups, begin logic model development and evaluation plans. Evaluation report writing

- Royse Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles

MAY 31, MEMORIAL DAY HOLIDAY (NO CLASS)

Lecture 4, June 7  
1st Assignment Submission Due
Topic: Customer Satisfaction evaluations

- Royse Chapter 7: Client Satisfaction
- Council on Accreditation: Performance Quality Improvement Standards (PQI) 7.11, COA, NY, NY. (H)

Lecture 5, June 14
Topics: Qualitative methods, Focus Groups, Interviewing, Evaluator Observation

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
Lecture 6, June 21
Topics: Quantitative methods, surveys, rating scales, sampling
- Royse Chapter 5: Formative and Process Evaluation
- Royse Chapter 8: Sampling

Lecture 7, June 28
Topics: Criteria for selecting standard measurement instruments, search engines, reviews
- Royse Chapter 12: Illustrations of Instruments

**JULY 5, INDEPENDENCE DAY HOLIDAY (NO CLASS)**

Lecture 8, July 12
Topics: Treatment Fidelity, Manual adherence. Program Drift, Role of politics in evaluation.
- Royse Chapter 13: Pragmatic Issues

Lecture 9, July 19
Topic: Outcome designs
- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs
- Royse Chapter 11: Measurement Tools and Strategies
Lecture 10, July 26
Topics: Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics
- Royse Chapter 14: Data Analysis

Lecture 11, August 2nd
3rd Assignment Submission Due
Topics: Cost effectiveness designs, cost-analysis, human subject protections, evaluation budgets. Students will present project achievements and lessons learned to their classmates.
- Royse Chapter 10: Cost Effectiveness and Cost Analysis