University of Michigan School of Social Work

Evaluation in Social Work
SW 683, Section 001, Fall 2002
Wednesday: 9am – Noon
School of Education Building: Room 2302

Instructor
Sue Ann Savas, MSW
E-mail: ssavas@umich.edu
Office Phone: (734) 930-0914
School of Social Work: Office #3760
Office Hours: Wednesday, 1-3 pm, and 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 the systems that serve them. It will also address 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.

Relationship of the Course to Social Work Ethics and Values
Ethical standards of social work practice (the NASW Code of Ethics) and evaluation practice (the Joint Committee on Standards for Educational Evaluation Program Evaluation Standards) will be used to review ethical issues commonly confronted in evaluation.

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, age, and other forms of social stratification and disenfranchisement influence the evaluation process 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 on 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. They will learn to develop services and programs that could plausibly serve these functions. Participatory, collaborative, change-oriented evaluation processes 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 programs designed to reduce risk of onset of problems and promote healthy development.

Social Science: Students will strengthen their capacity to use social science literature, both research-based and theoretical, to develop appropriate interventions and evaluations that are feasible, relevant and scientifically sound.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice
This course will provide students with an intensive focus on privilege, oppression, diversity, and social justice. This will include knowledge about social justice, systems, and mechanisms that create/support oppression and privilege. Students will learn skills for disrupting these. The course will examine ways in which mechanisms that support oppression and privilege intersect with each other (occur differently depending on the multiple and intersecting social categories that people occupy). Illustrative intersections include cultural and ethnic differences, social construction of race, economic class, disability status, sexual orientation, gender, religion, age, immigrant status and other relevant dimensions.

Students will develop definitions for and visions of what social justice could look like, and learn evaluation-relevant practice approaches to move in that direction. Attention to diversity and knowledge of different types of human differences and how they interact with each other is necessary, but not sufficient. Students will need to work within cultural and other social group contexts and understand that these differences are linked to issues of societal power, access to resources and mobility. Students must understand diversity, as it is present both within and between different groups. Students must recognize the strengths and resilience of different groups. Students will learn to recognize their own beliefs, positions, or “lenses” as central to understanding privilege and difference, and working with others in transactional ways. The course will pose multiple perspectives and approaches and critically examine underlying assumptions with movement toward social justice as the ultimate outcome.

Course Design
The instructor will select required and recommended readings. In addition, the instructor will include a range of pedagogical methods, such as participatory discussions, written assignments and experiential exercises related to course materials. Students will complete tasks as assigned. Guest speakers may be invited to address special topics.

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 theoretical foundations of the evaluation of social work practice with particular attention to populations at risk, including people of color, women, and gay and lesbian groups. Students will be introduced to models of evaluation practice 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. Identify and choose the type of evaluation that is appropriate to the context of the situation and the questions that need to be addressed.
2. Choose the design and methodology appropriate to conduct a needs assessment.
3. Identify the process of program specification in the evaluation process.
4. Plan and critique the measurement, design, sampling, and analytic issues in process and outcome evaluations.
5. Describe ways in which to monitor one’s own practice in social work.
6. Analyze issues of implementation and utilization in program evaluation.
7. Plan an evaluation of a social intervention.
8. Identify the ethical issues present in the performance of program evaluations.
9. Apply a collaborative, participatory, change-oriented process, in designing an evaluation.
10. Identify, assess, and address ways in which gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence evaluation processes and outcomes.

Course Tools
You are responsible for accessing the course web page via COURSE TOOLS on a weekly basis. The course syllabus, class announcements, electronic library resources, Internet links and the SPSS dummy data set will be available to you through course tools. Class announcements and answers to your questions will be posted regularly.

Attendance and Participation
Attendance will be monitored throughout the semester. Students are expected to attend all lectures and prepare by completing the assigned readings prior to class. Students are expected to participate in the following class activities: Q & A discussions, small group applications, computer lab sessions, and mock exercises. Coming to or leaving class mid-way is considered an absence. Attendance and participation in class are 10% (10 points) of the final grade.

Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. The assignment will be graded down one full grade (points are calculated by assignment) when the assignment is submitted late. Assignments submitted more than two days late will not be accepted; the student will be assigned zero points. 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>Grade</th>
<th>Points</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
</tr>
</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 (pp. 50-52). This section addresses plagiarism, harassment and discrimination policies.
Assignments

1. Program Specification Using Logic Model (20 points)  Due October 2nd
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. Use 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. The Program Evaluation Plan (assignment #4) will be written using this program logic model. The logic model will be re-submitted as part of the Program Evaluation Plan at the end of the semester.

2. Customer Satisfaction Survey (10 points)  Due October 30th
Students will develop a 10-15 question paper and pencil satisfaction survey to gather the client’s perspective on a number of program relevant quality improvement domains.

3. Executive Summary Report and Data Analysis (20 points)  Due November 20th
Students will apply descriptive and bi-variate statistics to analyze customer satisfaction dummy data using SPSS (Statistical Package for Social Scientists) Version 10. A 1-2 page “executive summary” report is expected with data analysis results attached as an appendix. Graphics are optional.

4. Program Evaluation Plan (40 points)  Due December 18th
Students will design a 3-4 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 evaluations 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 tools including a review of standardized outcome measure, (5) data analysis plan, and (6) a plan for reporting and utilizing the results. The program logic model and references are required components.

Required Text

Other Recommended Texts


Required Readings

Lecture 1
NASW Code of Ethics, Evaluation-relevant standards.
Joint Committee on Standards for Educational Evaluation (1994) The Program Evaluation Standards

Lecture 2
Text Chapter 1

Lecture 3
Text Chapter 5
Mental Health, Florida Mental Health Institute, Department of Child and Family Studies, University of
South Florida, Tampa, FL.

Lecture 4
Text Chapter 2
Social Work 24(2), 97-126.

Lecture 5
Text Chapter 4
with Oppressed Groups, American Journal of Community Psychology, 649-677.
Weaver, H. (1999) Assessing the Needs of Native American Communities: A Northeastern Example,
Evaluation and Program Planning, 155-161.

Lecture 6
Text Chapter 3
Burgio, L., Corcoran, M., Lichstein, K., Nichols, L., Czaja, S., Gallager-Thompson, D., Bourgeois, M.,
Stevens, A., Ory, M., Schulz, R. (2001). Judging Outcomes in Psychosocial Interventions for
Dementia Caregivers: The Problem of Treatment Implementation, The Gerontologist 41(4), 481-
489.

Lecture 7
Campbell, A. (2001) Silver Club Adult Day Care Center Consumer Satisfaction Report, Internal Report,
Turner Geriatric Center.
Generic Standard 2: Continuous Quality Improvement (2001), Council on Accreditation for Children and
Family Service Standards Version 7.11, COA, NY, NY.

Lecture 9
SPSS Guidelines for Computer Lab Session

**Lecture 10**
Text Chapter 6

**Lecture 11**
Text Chapter 7
Criteria for Selecting Standardized Instruments- Worksheet

**Lecture 12**
Text Chapter 8

Skillman Foundation Evaluation Guidelines

**Lecture 13**
Text Chapter 9

**Lecture 14**
Text Chapter 11


**Lecture 15**
Text Chapter 12
### Course Outline: SW 683-001 (Savas)

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings Due</th>
<th>Lecture Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1. September 4 | • NASW Ethics relevant to evaluation (H)  
• Program Evaluation Standards (H)                                                                                                                                  | Introduction to course, expectations, overview of evaluation, standards                                                                                              |                             |
| 2. September 11 | • CH 1: Programs, Policies, and Evaluations (Text)  
• Savas (H)                                                                                                                 | Rosie’s Retreat – homeless program theory, design, improvement                                                                                                  |                             |
| 3. September 18 | • CH 5: Expressing and Assessing Program Theory (Text)  
• Day Treatment Logic Model and Narrative (H)  
• Hernandez (H)                                                                                           | Logic models, describing program activities, defining outcomes                                                                                                    |                             |
| 4. September 25 | • CH 2: Tailoring Evaluations (Text)  
• Madison (library)  
• Secret (library)                                                                                           | Golden Girls of WVA Approaches, planning, types of evaluations, key questions                                                                                     | Draft of logic model due    |
| 5. October 2  | • CH 4: Assessing the Need for a Program (Text)  
• Nelson et al (E)  
• Weaver (library)                                                                                      | Gay Adolescents Needs assessment, coverage and bias,                                                                                                                                 | Logic Model due             |
| 6. October 9  | • CH 3: Identifying Issues and Formulating Questions (Text)  
• Burgio (library)  
• Dean (library)                                                                                     | Mock Focus Groups Process evaluations, treatment adherence, measures, focus groups                                                                           |                             |
| 7. October 16 | • Campbell (H)  
• COA Continuous Quality Improvement Standards (H)  
• White (E)                                                                                                     | Dementia, Memory Loss Accreditation, quality improvement, measuring customer satisfaction                                                                         |                             |
| 8. October 23 | Class will participate in all-school event: Intensive Focus on Privilege, Oppression, Diversity, and Social Justice                                                                                   |                                                                                                                                                                      |                             |
| 9. October 30 (Computer Lab 10:30 – Noon)  | • SPSS Guidelines for Lab (H)                                                                                                                                         | Analysis of Dummy Data Descriptive analyses using SPSS, manual analysis of qualitative data                                                                          | Customer Satisfaction Survey due |
| 10. November 6 | • CH 6: Monitoring Program Process and Performance (Text)  
• Woodbridge (H)                                                                                           | Bi-variate analyses, implementation, reporting results and utilization                                                                                              |                             |
| 11. November 13 | • CH 7: Strategies for Impact Assessment (Text)  
• Instrument Review Worksheet (H)  
• Macgowan (library)                                                                                      | Outcome monitoring evaluations, sampling, outcome measures and psychometrics                                                                                  |                             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings Due</th>
<th>Lecture Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. November 20</td>
<td>• CH 8: Randomized Designs (Text)</td>
<td>Randomized design, random assignment, threats</td>
<td>Executive Summary and Data Analysis Due</td>
</tr>
<tr>
<td></td>
<td>• Pinsoneault (H)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skillman Evaluation Guidelines (H)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unrau CH 10 (library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. December 4</td>
<td>• CH 11: Measuring Efficiency</td>
<td>Cost-effectiveness, cost-benefit designs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schoech (library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schorr (library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. December 11</td>
<td>• CH 12: Social Context</td>
<td>IRB, consents, ethics, standards, reflective practice, challenges</td>
<td>Draft of Data Collection Schedule due</td>
</tr>
<tr>
<td></td>
<td>• IRB Guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Patton (library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 18 by 5pm</td>
<td></td>
<td></td>
<td>Final Evaluation Plan due</td>
</tr>
</tbody>
</table>

(Text) Rossi et al. On reserve at the SSW Library and available for purchase at U bookstores.

(H) Handout will be provided in class the week before the readings are due.

(E) Available through course tools and Proquest.

(Library) Required readings are on reserve at the SSW Library.