SWK-S 624 Program Evaluation (3 cr.)

Course Information

Semester Year:	XXXXX	**Instructor:**	XXXXX
Section:	XXXXX	**Office:**	XXXXX
Location:	XXXXX	**Email:**	XXXXX
Day:	XXXXX	**Phone:**	XXXXX
Time:	XXXXX	**Office Hours:**	XXXXX

Course Description

This course examines different types of program evaluation, including needs assessment, process evaluation, impact and outcome evaluation, and cost analysis. The course has two major parts: 1) Students will develop a program evaluation plan that identifies appropriate program evaluation questions, develops designs suitable for addressing the program evaluation questions, 2) Students will carry out the evaluation plan that collects the necessary information (data), accurately analyzes the information, and effectively presents the findings in written and oral forms, while being sensitive to the political and interpersonal contexts in which the evaluation takes place. In addition, students will explore the role of evaluators, funders, program staff, and stakeholders in planning, implementing and responding to program evaluation. This course furthers the knowledge, skills, and values students develop in the earlier practice and research courses. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness, using research methods that are sensitive to programs' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethical research.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 4: Engage In Practice-informed Research and Research-informed Practice in Clinical and Community Practice

Secondary

- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice

Course Objectives

624A-01 Apply critical thinking skills within the context of practice/program evaluation.

624A-02 Use ethical research standards and principles appropriate to practice/program evaluation within a practice milieu.

624A-03 Evaluate research methods based on relevant knowledge and skills associated with age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

624A-04   Evaluate research studies relevant to the student's practicum setting.

624A-05   Apply research findings to enhance practice.

624A-06   Define the criteria for appropriate use of research designs for program evaluation research.

624A-07   Select from a variety of evaluation research designs and apply them to the appropriate practice/program context.

Course Content

This course teaches students to develop skills as an evaluation researcher. The major evaluation of students' progress in accomplishing the learning objectives of this course is the final program evaluation report. Students will work on this project in a group throughout the semester, turning in portions of it for feedback and revising according to the schedule shown below. Based on the evaluation plan students develop, they will collect and analyze the data, write the final program evaluation report, and present the findings to the class and the agency. Class sessions will include lectures, discussions of the readings, exercises that will enhance students' evaluation skills, and consultations for the students' evaluation projects. Students will also complete online quizzes (Canvas) and homework.

There is a room in the schedule for some flexibility regarding what material is emphasized in class through lectures or other mechanisms. Students are expected to complete the assigned readings in a timely fashion and actively participate in class discussion and activities. While there will be structured opportunities at the midpoint and at the conclusion of this class for your feedback to the instructor, your reactions and suggestions to improve the course will be appreciated at any time.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Required Texts

- Grinnell, Jr., R., Gabor, P., & Unrau, Y. (2019). *Program evaluation for social workers: Foundations of evidence-based programs* (8th ed.). New York, NY: Oxford University Press.
- W. K. Kellogg Foundation. (2004). *Logic model development guide.* Battle Creek, MI: Author. [W.K. Kellogg Foundation Logic Model Development Guide](#)
- Dahlberg, L. & McCaig, C. (2010). *Practical research and evaluation: a start-to-finish guide for practitioners.* London, UK: SAGE. [ProQuest EBook Central](#)

Recommended Texts and Resources

- Alkin, M. C. (2010). Evaluation essentials: from A to Z. New York: Guilford Press.
- Mertens, D. & Wilson, A. (2012). Program evaluation theory and practice [electronic resource]: A comprehensive guide. New York, NY: Guilford Press. Available from IUCAT.

- Royse, D., Thyer, B. A., Padgett, D., & Logan, T. K. (2015). Program evaluation: An introduction (6th ed.). Belmont, CA: Brooks/Cole.
- American Evaluation Association: American Evaluation Association website

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements/emails on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Module tab).

Course Outline

Module 1: Overview of Evaluation Research

Dates:

Overview

A. This module provides an introduction to evaluation research, including purpose of evaluation, types of program evaluation, and evaluation standards. It will also covers the steps in identifying stakeholders and developing evaluation team and budget.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 1, 2, & 4
2. Discuss the result of agency survey (program evaluation data) and form evaluation groups.

Individual Assignment

1. Collect information about the types of program evaluation that are currently being used at your practicum site and identify areas/need for program evaluation. Complete the worksheet and submit it by 1/21.
2. Take Quiz #1 (Canvas) by 1/27 (midnight).

Module 2: Steps of Program Evaluation

Dates:

Overview

A. This module provides an overview of program evaluation process (i.e., engage stakeholders, describe the program, focus the evaluation design, gather credible data, justify conclusions, ensure usage and share lessons learned) and reviews how to collect the data for the evaluation, including sampling, measures, and data collection.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 3, 15, & 17
2. Dahlberg, L. & McCaig, C., (2010). Quantitative data collection. In *Practical research and evaluation: a start-to-finish guide for practitioners.* London: SAGE.

3. Questionnaire development exercise (using nominal group technique), handout (program evaluation process flow chart), worksheets on measurement and sampling.

Individual Assignment
1. Take Quiz #2 (Canvas) by 2/3 (midnight).

Module 3: Ethics, politics, and process issues
Dates:

Overview
A. This module discusses the various ethical and political issues that need to be considered when conducting program evaluations and how evaluators must be culturally sensitive in the evaluation endeavors.

Assignments
Readings & Class Activities
1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 5 & 6
2. Evaluator role play exercise

Individual Assignment
1. Take Quiz #3 (Canvas) by 2/10 (midnight).

Module 4: Developing a Program Logic Model
Dates:

Overview
A. This module provides the foundational knowledge about how to design a program (i.e., mission statement, goal, objectives) and how to construct program logic models from theory of change models.

Assignments
Readings & Class Activities
1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 7, 8, & 9
2. W. K. Kellogg Foundation. (2004). *Logic model development guide.*
3. Program logic model exercise

Individual Assignment
1. Take Quiz #4 (Canvas) by 2/17 (midnight).

Group Assignment
1. Submit proposal (Introduction) by 2/11.
1. Submit a program logic model for the group project by 2/18.

Module 5: Designing Outcome and Impact Evaluations
Dates:

Overview

    A. This module teaches the types of outcome evaluation and the steps to design the outcome evaluation. It also includes the cost-benefit approach to efficiency evaluation as well as the cost-effectiveness approach.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 13, 14 and 16
2. Widman, L., Golin, C. E., Kamke, K., Burnette, J. L., & Prinstein, M. J. (2018). Sexual Assertiveness Skills and Sexual Decision-Making in Adolescent Girls: Randomized Controlled Trial of an Online Program. *American Journal of Public Health, 108*(1), 96–102.
3. Critical review of the outcome evaluation article, worksheets on internal validity and research designs

Individual Assignment

1. Take Quiz #5 (Canvas) by 3/2 (midnight).

Module 6: Developing and Conducting Needs Assessment

Dates:

Overview

    A. This module provides the foundational skills to conduct a basic needs assessment as well as an overview of how needs assessment is used in the development of new social service program and refining existing programs.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 11
2. Coker, F., Williams, A., Hayes, L., Hamann, J., & Harvey, C. (2016). Exploring the needs of diverse consumers experiencing mental illness and their families through family psychoeducation. Journal of Mental Health, 25(3), 197–203.
3. Müller, E., Hahlweg, P., & Scholl, I. (2016). What do stakeholders need to implement shared decision making in routine cancer care? A qualitative needs assessment. *Acta Oncologica, 55*(12), 1484–1491
4. Needs assessment exercise, critical review of the needs assessment articles
5. Proposal methodology worksheet

Individual Assignment

1. Take Quiz #6 (Canvas) by 3/16 (midnight).

Group Assignment

1. Submit proposal (Literature Review) by 3/3.

Module 7: Assessing and Monitoring Program Process: Formative and Process Evaluation

Dates:

Overview
A. This module provides an introduction to the purpose of process evaluation, how to decide what questions the evaluation will answer, and steps to conduct a process evaluation within the program.

Assignments
Readings & Class Activities
1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 12
2. Bonde, A. H., Stjernqvist, N. W., Sabinsky, M. S., & Maindal, H. T. (2018). Process evaluation of implementation fidelity in a Danish health-promoting school intervention. *BMC Public Health, 18*, 1407.
3. Sorensen, J. L., & Llamas, J. D. (2018). Process evaluation of a community outpatient program treating substance use disorders. *Journal of Community Psychology, 46*(7), 844–855.
4. Process evaluation exercise using focus group, critical evaluation of the process evaluation articles

Individual Assignment
1. Take Quiz #7 (Canvas) by 3/30 (midnight).

Group Assignment
1. Submit proposal (Methodology) by 3/24.

Module 8: Analyzing and Interpreting Data
Dates:

Overview
A. This module provides 1) an overview of qualitative data analysis, including using different kinds of data sources, coding, and interpretation of the findings, 2) an overview of basic quantitative data analysis and hands-on data analysis practices using SPSS.

Assignments
Readings & Class Activities
1. Dahlberg, L. & McCaig, C. (2010). Chapter 10 & 13
2. Weinbach, R. & Grinnell, R. (2013). *Statistics for social workers* (9th ed.). Boston, MA: Allyn & Bacon or other statistics textbook will be OK.
3. SPSS exercises at a computer lab: data entry and cleaning, descriptive analysis, chi-square, correlation, t-test, ANOVA

Individual Assignment
1. Submit the SPSS assignments by 4/21.

Module 9: Writing a Report and Disseminating Findings
Dates:

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Overview

B. This module provides basic precepts of research reporting and disseminating findings. It also includes discussion on the possible challenges of disseminating and utilizing the findings to improve the program.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2019). Chapter 20 & 21
2. Dahlberg, L. & McCaig, C. (2010). Chapter 14.
3. Weathington, B., Cunningham, C., & Pettenger, D. (2010). Writing the research report. *Research Methods for the Behavioral and Social Sciences* (pp. 141-174). Hoboken, NJ: John Wiley & Sons, Inc.

Module 10: Putting it All Together: Signature Assignment

Dates:

Overview

This module ties together the program evaluation contents presented throughout the semester. Students will develop and present a power point presentation of their program evaluation.

Assignments

Individual Assignment

1) Submit Professional Participation rubric by 5/1.

Group Assignment

2) Present the final report by 4/21 and 4/28.
3) Submit the final report by 4/28.

Assignments and Grading

More specific instructions for each assignment will be posted in Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Signature Assignment

Students will submit a FINAL program evaluation report as a signature assignment. The final report is publication-grade summary of evaluation project and includes: a desciption of program evaluation question(s) and the context of evaluation including stakeholders; a review of relevant literature; a description of evaluation methods, including design, data sources (sampling), data collection tools (measures), data analysis; a graphic and statistical description of findings; discussion; implications for practice, program development, and/or policy formulation; Limitations of the evaluation.

Assignments

1. Proposal Introduction (Group Assignment)

    a) DUE: ....
    b) Final Grade Percentage: 5%

2. Proposal draft Literature Review (Group Assignment)

    a) DUE: ....
    b) Final Grade Percentage: 5%

3. Proposal draft Methodology (Group Assignment)

    a) DUE: ....
    b) Final Grade Percentage: 10%

4. SPSS Data Analysis Assignments (Individual Assignment)

    a) DUE:………………………………
    b) Final Grade Percentage: 10%

5. Homework (Individual/group Assignment)

    a) DUE:…………………………….
    b) Final Grade Percentage: 5%

6. Online Quiz (Individual Assignment)

    a) DUE: see the schedule above
    b) Final Grade Percentage: 25%

7. Signature Assignment: Final Program Evaluation Report (Group Assignment)

    a. DUE:…………………………..
    b. Final Grade Percentage: 20%

8. Power point presentation (Group Assignment)

    a) DUE:……………………………… A
    b) Final Grade Percentage: 10%

9. Professional Participation (Individual Assignment)

    a. DUE:………………………………
    b. Final Grade Percentage: 10%

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B

is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality

C-   70%   Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. <u>If you need to extend a deadline you MUST speak to the instructor in advance of the due date to get an approval and an agreement will be reached. Otherwise the grade for the late submission will be marked down by 10% of the assigned score per day.</u> IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, **regular attendance is required and extremely important**. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. <u>Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss four or more classes you will fail the course.</u>

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program. Students experiencing writing difficulties are advised to seek assistance at the University Writing Center.

University and School Policies

You are expected to review the University and School Policies posted on Canvas for the course.