

SWK-S 624A Program Evaluation: Introduction (2 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course is the first of two program evaluation courses, and is designed to be taken concurrently with SWK-S 651. This course examines different types of program evaluation, including needs assessment, process evaluation, impact and outcome evaluation, and cost analysis. Students in this first course will develop a program evaluation proposal: identify appropriate program evaluation questions, develop designs suitable for addressing the program evaluation questions, 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.

Required Texts

- Grinnell, Jr., R., Gabor, P., & Unrau, Y. (2016). *Program evaluation for social workers: Foundations of evidence-based programs* (7th 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 website](#)

Recommended Texts

- 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.

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 for this semester is the program evaluation proposal. Students will work on this project in a group throughout the semester, turning in portions of it for feedback and revision according to the schedule shown below. Students will also complete online quizzes (Canvas) and homework. While there will be some lectures and discussion involving the entire class, students will spend much of the class time in small groups, discussing and reacting to course material and engaging in exercises that will enhance students' evaluation skills.

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.

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 (2016). 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 Week 2.
2. Take Quiz #1 (Canvas) by Week 3.

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 (2016). Chapter 3
2. Dahlberg, L. & McCaig, C., (2010). Quantitative data collection *Practical research and evaluation: a start-to-finish guide for practitioners*. London: SAGE. [Practical Research and Evaluation Electronic book on Ebook Central](#)
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 Week 5.

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 doing program evaluations and how evaluators must be culturally sensitive in the evaluation endeavors.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2016). Chapter 5 & 6 and Tool B, Tool C, & Tool D (Evaluation Toolkit)
2. Evaluator role play exercise

Individual Assignment

1. Take Quiz #3 (Canvas) by Week 7.

Group Assignment

1. Submit proposal (Introduction) by Week 6.

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 (2016). Chapter 7 & 8
2. W. K. Kellogg Foundation. (2004). *Logic model development guide*.
3. Program logic model exercise

Individual Assignment

1. Take Quiz #4 (Canvas) by Week 8.

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 (2016). Chapter 12 & 13 and Tool E (Evaluation Toolkit)
2. Chapin, R. et al. (2013). Reclaiming Joy: Pilot evaluation of a mental health peer support program for older adults who receive Medicaid. *The Gerontologist*, 53(2), 345-352.
3. Critical review of the outcome evaluation article, worksheets on internal validity and research designs

Individual Assignment

1. Submit a program logic model by Week 10.
2. Take Quiz #5 (Canvas) by Week 10.

Group Assignment

1. Submit proposal (Literature Review) by Week 9.

Module 6: Developing and Conducting Needs Assessment

Dates:

Overview

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

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2016). Chapter 10
2. Frey, J., Collins, K., Pastoor, J., & Linde, L. (2014). Social workers' observations of the needs of the total military community. *Journal of Social Work Education, 50*, 712-729.
3. Coleman, J., Irwin, J., Wilson, R., & Miller, H. (2014). The South Carolina LGBT Needs Assessment: A Descriptive Overview. *Journal of Homosexuality, 61*, 1152–1171.
4. Needs assessment exercise, critical review of the needs assessment articles

Individual Assignment

1. Take Quiz #6 (Canvas) by Week 11.

Group Assignment

1. Submit proposal (Methodology) by Week 12.

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 (2016). Chapter 11
2. Bosma, L., D'Silva, J., Jansen, A., Sandman, N., & Hink, R. (2014). The Wildookowishin program: Results from a qualitative process evaluation of a culturally tailored commercial tobacco cessation program. *American Indian & Alaska Native Mental Health Research: The Journal of the National Center, 21*(1), 18-34.
3. Rijdsdijk, L., Bos, A.,.....Robert A. C. Ruiter, R. (2014). Implementation of The World Starts With Me, a comprehensive rights-based sex education programme in Uganda. *Health Education Research, 29*(2), 340-353.
4. Process evaluation exercise using focus group, critical evaluation of the process evaluation articles

Individual Assignment

1. Take Quiz #7 (Canvas) by Week 14

Module 8: Putting It All Together

Dates:

Overview

- A. This module ties together the program evaluation contents presented throughout the course, allowing students to apply them to their evaluation plan. Students will prepare for the successful implementation of their evaluation plan for the next semester.

Assignments

Readings & Class Activities

1. Grinnell, Jr., Gabor, & Unrau (2016). Chapter 9
2. Pre-evaluation checklist for the successful implementation of an evaluation plan: preparing for the next semester

Individual Assignment

1. Submit Professional Participation Rubric by Week 15.

Group Assignment

1. Submit FINAL proposal by Week 15.

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.)

Assignments

1. Proposal Introduction (Group Assignment)
 - a. DUE:[date]
 - b. Final Grade Percentage:10%
2. Proposal draft Literature Review (Group Assignment)
 - a. DUE:
 - b. Final Grade Percentage:10%
3. Proposal draft Methodology (Group Assignment)
 - a. DUE:
 - b. Final Grade Percentage:10%
4. Final Proposal (Group Assignment)
 - a. DUE:

- b. Final Grade Percentage:20%
- 5. Homework (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:10%
- 6. Online Quiz (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:20%
- 7. Professional Participation (Individual Assignment)
 - a. DUE:
 - b. Final Grade Percentage:20%

Assignment Details

Program Evaluation Proposal

Students in this first course will submit a program evaluation proposal as a final assignment. In the Program Evaluation Proposal, students will: describe the program evaluation question(s) and the context of evaluation including stakeholders; discuss relevant literature supporting proposed evaluation; describe research design, data sources (sampling), data collection tools (measures), data analysis plans, and possible issues to consider regarding the program evaluation standards (feasibility, utility, propriety, accuracy); propose task timelines, itemized budget and budget narrative.

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. 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. Late submission (except by prior agreement) will be marked down 5% per day late. 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. 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 five or more classes you will fail the course.