THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

COURSE/UNIQUE NUMBER: 89675/SW N393T28
SEMESTER: SUMMER 2019
MEETING TIME: MW 1:30-4:00PM
MEETING PLACE:

INSTRUCTORS: MONICA FAULKNER, PH.D
OFFICE NUMBER: HARGIS 1.2018
OFFICE PHONE: (512) 471-7191
OFFICE HOURS: BY APPOINTMENT
EMAILS: MFAULKNER@AUSTIN.UTEXAS.EDU

PROGRAM EVALUATION

I. Standardized Course Description

Social work program evaluation involves the application of social research methodologies to the conceptualization, design, planning, administration, implementation, effectiveness, and utility of human services programs and policies. This course will introduce students to the different types of program evaluation, including formative evaluation (e.g. needs assessment, implementation assessment, process evaluation) and summative evaluation (e.g. impact assessment, outcomes assessment, and cost analysis). The course will cover experimental, quasi-experimental, and non- experimental study designs, including the strengths and limitations of each. Some review of relevant data analytic methods will be presented. The influence of the historical, cultural, and political context of evaluation research will be examined.

II. Standardized Course Objectives

By the end of the course the student will be able to:

1. Demonstrate knowledge of the various purposes of program evaluation.
2. Demonstrate knowledge of the history of program evaluation.
3. Demonstrate an understanding of the impact of the political context on evaluation research.
4. Demonstrate an understanding of the potential effects of the cultural context in which the program or policy takes place.
5. Demonstrate an understanding of the iterative process of program evaluation and the participatory role of the stakeholders.
6. Demonstrate knowledge of basic models of program evaluation (i.e. experimental, quasi-experimental, and non-experimental study designs).
7. Demonstrate knowledge of the threats to validity associated with each study design.
8. Demonstrate knowledge of the role of qualitative research methods in program evaluation.
9. Demonstrate the ability to conceptualize evaluation questions and to develop appropriate objectives and valid indicators (measures) to answer the evaluation questions.
10. Demonstrate an understanding of the sources of program evaluation data depending on the purpose of the evaluation.
11. Demonstrate a working knowledge of general linear model methods for the analysis of evaluation outcomes.
12. Apply knowledge of program evaluation models and principles by designing an evaluation of a program.

III. Teaching Methods

This class is conducted using a variety of teaching methods such as lectures, videos, guest speakers, experiential activities and group discussions.

- *Lecture.* It is assumed that students have read materials and completed any worksheet assignments before class. Thus, lecture is limited and will highlight important concepts, but it will not replace student reading.
- *Group activities*. To facilitate learning, students may be asked to work in small groups to complete activities related to the course content. In these instances, students may be encouraged to work with different classmates to vary interactions.

- *Paired activities*. To facilitate learning, students may be asked to work in pairs to complete activities and/or discuss concepts. In these instances, students may be encouraged to work with different classmates to vary interactions.
- *Instructor feedback*. Because learning is dependent on making mistakes, students will receive feedback from the instructor on each part of their program evaluation assignment. Students are expected to incorporate feedback into their subsequent drafts.
- *Guest speakers.* Several guest speakers will share their expertise with the class. Students are expected to be respectful of guest speakers by arriving to class on time and refraining from any technology use while guest speakers are presenting. Failure to display professional behavior in the presence of a guest speaker will result in up to five points being deducted from the student's final grade.
- *Non-profit leaders.* For the program evaluation plan, students will be working directly with non-profit leaders. Students are expected to be respectful of these professionals' time and expertise. Emails and phone calls made to professionals outside of class must demonstrate high levels of professionalism. Failure to display professional behavior will result in up to five points being deducted from the student's final grade.
- *Individual consultations*. The instructor is available for individual consultations by appointment. For the final program evaluation draft, all students are encouraged to meet individually with the instructor. Sign up times for that meeting will be available on Canvas.
- *Program evaluation team.* Students will be assigned to a program evaluation team based on their choice of program evaluation plan topic. Teams will consist of 4 to 5 individuals. In the real world, program evaluations are typically conducted by teams. The team will work together in class on various parts of the project.

IV. Required Text and Materials

a. Books

- Grinell, R.M., Gabor, P. A., & Unrau, Y.A. (2016). *Program Evaluation for Social Workers* (7th ed.). New York, NY: Oxford University Press.

b. Additionals materials

Additional materials are available on UT Canvas. Several multimedia resources have been selected to complement the textbook including podcasts, TedTalks and brief video presentations.

- 118 | Making Data Visual with Miriah Meyer and Danyel Fisher. (n.d.). Retrieved June 4, 2018, from http://datastori.es/118-making-data-visual-with-miriah-meyer-and-danyel-fisher/
- Goldacre, B. (n.d.). *Battling bad science*. Retrieved from https://www.ted.com/talks/ben_goldacre_battling_bad_science
- Evergreen, S. (2017, April 20). Retrieved June 4, 2018, from http://stephanieevergreen.com/handouts/
- Singer, J. (2011, March 9). The Process of Evidence-Based Practice: Interview with Danielle E. Parrish, Ph.D. Retrieved from http://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html
- Pucked in the Head. (n.d.). *SMART goals - a work in progress*. Retrieved from https://www.youtube.com/watch?v=GeSnHb1AKhA
- Using logic models, a key building block of results-focused programs: An interview with Tom Chapel, Chief Evaluation Officer, Centers for Disease Control and Prevention - Episode #55. (2014, July 18). Retrieved June 4, 2018, from http://govinnovator.com/tom_chapel/

V. Course Requirements

Assignment	Possible points
Quizzes (2 exams worth 15 points each; 30% of grade total) Students will complete two online quizzes. Quiz #1 will cover all reading content prior to the quiz due date. Quiz #2 is not cumulative and covers all reading content for the second part of class. Students may use any materials available to complete the quiz. There is no time limit for quizzes and quizzes can only be attempted once.	30
Worksheets (10 worksheets at 2 points each; 30% of grade) Students will complete 10 worksheets that provide opportunities to apply the weekly readings to practice activities. Each worksheet has instructions for completion. These worksheets should be printed and brought to class for use in class. If a student will be missing class, they may email the worksheet to the professor by 1:30 pm of the class date. These worksheets are graded as completion grades. Students receive 3 points for completing the worksheet.	20
Program Evaluation Plan (50% of grade) Students will create a program evaluation plan for a local nonprofit. Two nonprofits have agreed to work with the class. Students will select their nonprofit during the second class. Program evaluation plans will provide a framework that nonprofits can use to implement an evaluation. Students will write their own plan, but will be assigned a learning community to provide support throughout the semester. Students will turn in drafts of their program evaluation plan (part 1, part 2, draft) and receive a completion grade of 5 points. The final draft will be assigned a letter grade. Detailed instructions are provided in the program evaluation assignment description on Canvas.	
Part 1 completion points	5
Part 2 completion points	5
Draft completion points	5
Final draft	35
	100

VI. Grades

GRADUATE GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

1. *Class Attendance*. Any class material missed due to a class absence is the students' sole responsibility.
2. *Class participation*. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has completed the readings will be considered in assigning the class participation grade.
3. *General assignment requirements.* Students should follow specific instructions for each assignment. In general, references/sources used in papers must be in APA format and be academic/scholarly sources. If questions about the credibility of a reference arise, consult with the instructor. The instructor is also available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response.
4. *Assignment due dates*. Students will be penalized for late assignments by subtracting 5% of the potential points for the assignment for each calendar day that an assignment is late. UT does not allow Incompletes (grade of X) to provide additional time to complete assignment. Students will be informed of any changes in assignments, due dates, and other class content. If an assignment is due on a date the student cannot attend class or during a time when a student is having difficulties printing a paper, papers may be emailed to the professor by the start of that day's class.
5. *Use of technology in class*. Use of laptops, phones and similar electronic devices in class is prohibited except for use during approved times. Computers may only be used for taking notes or relevant in class activities. When working in learning communities, students are encouraged to bring laptops to use. Any inappropriate use of computers for emailing or internet usage is not permitted. Professional conduct includes respectful and meaningful efforts to participate in group projects.

VIII. University Policies

1. *The university of Texas honor code.* The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

2. *Professional conduct and civility in the classroom.* The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

3. *Unanticipated distress.* Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

4. *Policy on social media and professional communication.* Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

   Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

   Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

   Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

5. *Policy on scholastic dishonesty.* Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: http://deanofstudents.utexas.edu/sjs/.

6. *Use of course materials.* The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

7. *Documented disability statement.* Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit:http://diversity.utexas.edu/disability/.

8. *Religious holidays.* By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

9. *Title IX reporting.* In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

10. *Campus carry policy.* The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

11. *Classroom confidentiality.* Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

12. *Use of e-mail for official correspondence to students.* Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy.

13. *Safety.* As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

14. *Behavior concerns advice line (bcal).* If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

15. *Emergency evacuation policy.* Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
    - Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
    - If you require assistance to evacuate, inform the professor in writing during the first week of class.
    - In the event of an evacuation, follow the professor's instructions.
    - Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

Week	Class	Date	Topic	Objectives	Before class
1	1	6/10 Mon	Course overview	• Describe course requirements • Explain why program evaluation is necessary • Recall program evaluation process • Understand stakeholder motivations	READ: Text Ch. 1, 2, 3 LISTEN: Podcast: evidence based practice DO: Worksheet 1: Student survey
	2	6/12 Wed	Ethics, standards & cultural competence	• Defend positions on ethical issues • Compare program evaluation standards • Formulate strategies for ensuring evaluations are culturally competent	READ: Text Ch. 4, 5, 6 LISTEN: Ted Talk: Battling Bad Science DO: Worksheet 2: Program website review DO: Worksheet 3: Bad science example
2	3	6/17 Mon	Logic Models	• Create SMART objectives • Create logic model based on objectives	READ: Text Ch. 7, 8 LISTEN: Podcast on logic models LISTEN: Video clip on SMART goals DO: Worksheet 4: Logic Model
	4	6/19 Wed	Surveys	• Construct survey to measure client outcomes	READ: Text Toolkit L, M DO: Worksheet 5: Survey
3	5	6/24 Mon	Program visit-Austin Angels	• Apply feedback to logic model & survey	DO: Worksheet 6: Agency questions
	6	6/26 Wed	Program visit-Spirit Reins	• Apply feedback to logic model & survey	Quiz #1 complete

Week	Class	Date	Topic	Objectives	Before class
4	7	7/1 Mon	Needs assessment	• Explain the use of needs assessments • Describe considerations for designing needs assessment	READ: Text Ch. 9,10 DO: Part 1: Program evaluation plan
		7/3 Wed	No class		
5	8	7/8 Mon	Process evaluation	• Demonstrate understanding of process evaluation • Construct interview guides • Construct fidelity measures	READ: Text Ch. 11 DO: Worksheet 7: Fidelity monitoring tool
	9	7/10 Wed	Outcome evaluation	• Demonstrate understanding of outcome evaluation • Explain methods for conducting outcome evaluation	READ: Text Ch. 12, Toolkit H, I, E DO: Worksheet 8: Research design
6	10	7/15 Mon	Cost evaluation	• Demonstrate understanding of cost evaluation • Explain methods for developing	READ: Text Ch. 13 DO: Part 2: Program evaluation plan
	11	7/17 Wed	Budgeting & project management	• Understand tools needed for project management • Understand budget needed for project • Develop budget for project	READ: Toolkit C, D, F, G DO: Worksheet 9: Budget
7	12	7/22 Mon	Data analysis & Data visualization	• Create graph from data • Create chart from data	LISTEN: Podcast on data visualization DO: Worksheet 10: infographic ideas
	13	7/24 Wed	Disseminating findings	• Create dissemination plan • Develop skills for designing consumable products	READ: Review design handouts & design makeovers READ: Ch. 13,14 DO: Part 3: Full program evaluation plan draft
8	14	7/29 Mon	Paper consultations	Individual consultations	SIGN UP: Sign up for individual paper consultation

Week	Class	Date	Topic	Objectives	Before class
		7/31 Wed	Turn final program evaluation plan in on Canvas by 5pm. Quiz #2		

X. Bibliography

Grinell, R.M., Gabor, P. A., & Unrau, Y.A. (2016). *Program Evaluation for Social Workers* (7th ed.). New York, NY: Oxford University Press.

Goldacre, B. (n.d.). *Battling bad science*. Retrieved from https://www.ted.com/talks/ben_goldacre_battling_bad_science

Evergreen, S. (2017, April 20). Retrieved June 4, 2018, 26from http://stephanieevergreen.com/handouts/

Meyer, M. and Fisher, D. (n.d.). 118 | Making Data Visual Retrieved June 4, 2018, from http://datastori.es/118-making-data-visual-with-miriah-meyer-and-danyel-fisher/

Singer, J. (2011, March 9). The Process of Evidence-Based Practice: Interview with Danielle E. Parrish, Ph.D. Retrieved from http://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html

Pucked in the Head. (n.d.). *SMART goals - a work in progress*. Retrieved from https://www.youtube.com/watch?v=GeSnHb1AKhA

Using logic models, a key building block of results-focused programs: An interview with Tom Chapel, Chief Evaluation Officer, Centers for Disease Control and Prevention - Episode #55. (2014, July 18). Retrieved June 4, 2018, from http://govinnovator.com/tom_chapel/