

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

Course Number:	SW 393T	Instructor:	Patricia A. Cody, PhD
Unique Number:	61815	Email:	triciacody@austin.utexas.edu
Semester:	Fall 2021	Office:	3.212A
Meeting Time:	T 5:30–8:30pm	Office Phone:	512-413-6405 (cell)
Meeting Place:	SSW 2.118	Office Hours:	By Zoom appointment or after class

Program Evaluation

I. STANDARDIZED COURSE DESCRIPTION

Program evaluation for the social worker involves the application of social research methodologies to the assessment of 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. 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

At the end of this course, students 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 provides opportunities for both theory and skill development and will include combination of lectures, group activities, videos, as well as small group and experiential exercises.

This class assumes completion of a Research Methods course and will build on that content. It also assumes that students have read materials and come to class prepared for discussion and engagement. Course lectures will not be a substitute for the assigned readings.

This class will rely heavily on a group process as many evaluation teams work in a team or group structure. Additionally, this class will utilize a great deal of interaction with two social service agencies. Students are expected to fully participate in the group work with their colleagues and fully engage with leaders and staff from the two social service agencies.

IV. REQUIRED TEXT AND MATERIALS

Grinnel, Richard M., Gabor, Peter A., & Unrau, Yvonne A. (2019). Program Evaluation for Social Workers, 8th edition. Oxford University Press.

This text is available to view digitally through the University library system (no cost). You are also able to purchase a hard copy or digital copy from Oxford University Press:

<https://global.oup.com/ushe/product/program-evaluation-for-social-workers-9780190916510?cc=&lang=en&>

Additional readings will be available in Canvas.

V. COURSE REQUIREMENTS

Assignment	Due Date	Points
Two quizzes (10 points each)	September 28 & November 2	20
Reflection Paper	November 16	10
Program Evaluation Project (60 points total)		
Literature Review	September 21	5
Theory of Change and Logic Model	October 5	5
Survey Draft and Administration Plan	October 19	5
Draft Evaluation Plan	October 26	15
Final Submission	November 30	15
Presentation	November 30	5
Team Assessment (in class)	November 30	10
Attendance and Participation	Throughout the semester	10
Total Points		100

VI. GRADES

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

Class attendance is required. Communication with the Professor should be done in advance of any absences. Computers are allowed for taking notes and working on assigned tasks in class; any other use is prohibited. Cell phones must be on silence and not used during class.

Assignments will have a 5% deduction for each date submitted late unless arrangements are made with the Professor. Most of the assignments for this class are based on group work. It is the responsibility of the group to bring any problems to the attention of the Professor immediately so that they can be addressed.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

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/>.

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.

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/>.

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.

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.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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.

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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>.

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.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

Date	Topic	Assignment Due	Readings
8/31	Welcome and Class Introduction!	Program Evaluation Group Assignments (done in class)	Syllabus

9/7	Types of Evaluation Evaluation Process		Grinnell, Chapters 1, 2, 3
9/14	No meeting during class time. <i>Scheduled calls with group agency.</i>		Rubin, A. (1997). The Family Preservation Evaluation from Hell: Implications For Program Evaluation. <i>Children and Youth Services Review</i> , 19 (1/2), pp. 77-99.
9/21	Standards, Ethics and Cultural Competence	Literature Review	Grinnell, Chapters 4, 5, 6
9/28	Designing a Program Theory of Change Logic Model	Quiz #1 (Grinnell, Chapters 1-6)	Grinnell, Chapter 7, 8
10/5	Evidence Based Programs Preparing for an Evaluation Needs Assessment	Theory of Change and Logic Model	Grinnell, Chapters 9, 10, 11
10/12	Process, Outcomes and Efficiency Evaluations		Grinnell, Chapter 12, 13, 14
10/19	Program Outcomes Common Designs	Survey Draft and Administration Plan	Grinnell, Chapters 15, 16
10/26	Collecting Data Sampling Data Collectors	Draft Program Evaluation Plans	Grinnell, Chapters 17, 18
11/2	Using Data Information Systems Making Decisions	Quiz #2 (Grinnell, Chapters 12-18) (Survey Administration)	Grinnell, Chapters 19, 20
11/9	Effective Communication and Reporting	(Survey Administration)	Grinnell, Chapter 21
11/16	Data Collection Challenges and Strategies	Reflection Paper	---
11/23	No In-Person Class! <i>Professor Available Virtually if needed</i>		Happy Thanksgiving!
11/30	Last Class Day! Group Presentations	Program Evaluation Project – Final	Happy Holidays!

		Submission and Presentations	
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X. BIBLIOGRAPHY

Grinnel, Richard M., Gabor, Peter A., & Unrau, Yvonne A. (2019). Program Evaluation for Social Workers, 8th edition. Oxford University Press.

Rubin, A. (1997). The Family Preservation Evaluation from Hell: Implications For Program Evaluation. Children and Youth Services Review, 19 (1/2), pp. 77-99.