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

Course Number:	SW n393T28	**Instructor's name:**	S. Rivaux, Ph.D.
Unique Number:	88590	**Office Number:**	SSW 3.104A
Semester:	Summer 2023	**Instructor's e-mail**:	s_rivaux@austin.utexas.edu
Meeting Time:	MW 1:30-4:00 PM	**Office Hours:**	W 12:15-1:15 & by appointment
Meeting Place:	SSW 2.132		

PROGRAM EVALUATION

I. 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. Course Objectives

Upon completion 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

The primary means of instruction will be informal lectures, in-class exercises in small groups, and class discussions about the assigned reading. Students will be expected to have done the assigned reading before class, to actively participate in class, and to collaborate with one another. Guest lectures may be included to supplement course content.

IV. Required Text and Material

Required text: Royse, D., Thyer, B. A., & Padgett, D. K. (2016). Program evaluation: An Introduction. Boston, MA: Cengage.

The book is available in multiple formats: 1. Cengage Unlimited, unlimited electronic access to this and other publisher texts, 2. purchase in new hardcopy, or 3. rent in hardcopy or eBook format.
https://www.cengage.com/c/program-evaluation-an-introduction-to-an-evidence-based-approach-6e-royse/

Statistics review: Basic understanding of statistical concepts is required for this class. Students are not required to use any specific text, though the instructor can offer recommendations. Additionally, there are many online texts, study aids, and simulations available. The more useful online resources I've found are:

APA for presenting numbers and stats:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_numbers_statistics.html

Basic math and statistics review links:
https://ww2.coastal.edu/kingw/psycstats/mathreview/mathstatreview.html

Rice: http://onlinestatbook.com/2/

UCLA: http://wiki.stat.ucla.edu/socr/index.php/EBook

BMJ: http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one

StatSoft: http://www.statsoft.com/Textbook/Elementary-Statistics-Concepts/button/1

ZedStatistics: https://www.youtube.com/user/zedstatistics

Research methods review: The instructor assumes all students in this course will have studied basic research methodology. Should students need to review any of this material, the instructor can make text recommendations. However, two texts available for free from UT Libraries are:

Grinnell and Unrau. Social Work Research and Evaluation.
https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=5267434

McNeill and Chapman. Research Methods.
https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=200742

Other required readings will be posted on Canvas under "course documents." Students are responsible for checking the course site regularly for additional readings and for having studied readings prior to the class for which they are assigned. Note that students are responsible for the material in the assigned readings whether or not the material is discussed in class.

Websites relevant to this course

American Evaluation Association (2004). Guiding principles for evaluators. Retrieved from
http://www.eval.org

CDC Evaluation Framework and Resources. http://www.cdc.gov/eval

Sources for meta-analyses and systematic reviews of behavioral interventions

http://www.campbellcollaboration.org (meta analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)

http://www.cochrane.org (meta analysis of the effects of health and mental health interventions)

http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm (practice guidelines for psychiatrists for each psychiatric/mental/cognitive disorders)

http://evidencebasedprograms.org: Social programs that work

Grading Breakdown & Course Requirements

Course requirements and grade assignment: Two exams (35%), applied skills exercises and short quizzes (35%), one program evaluation proposal (20%), class participation/attendance (10%), and providing documentation of completed CITI training.

Exams (35%): Two exams (mid-term and final, 17.5% each) will assist the instructor in evaluating students' grasp of the course substantive material. Exams will cover all materials assigned and/or discussed in this course.

Applied skills exercises and short quizzes (35%): Short quizzes will help both students and the professor assess understanding of class content and the course pace. Exercises will provide opportunities to practice skills relevant to social service program evaluation. Final write-up of each exercise will be due to the instructor by email prior to the next class session. Possible exercise topics include: analyzing case studies, critiquing evaluations, developing logic models, developing measures, data analysis/presentation, and work on a faculty member's current program evaluation project. However, based on student need and available opportunities, alternate topics may be addressed.

Class attendance, preparation, and participation (10%): It is important that social work practitioners take responsibility for their own continued learning and act in a professional manner. Thus, students are expected to do assigned readings before the class meeting for which they are assigned, to compile questions regarding the material for class discussion, and to actively participate throughout class meetings.

Students are expected to attend all classes and to arrive punctually. Coming late and/or leaving early by more than 15 minutes will be considered a "missed" class unless that student provides a reasonable reason for doing so and discusses with instructor in advance. It is expected students will attend all classes if at all possible, but students are permitted **one** excused absence in the event of unexpected emergencies, illness, medical appointments, university-sanctioned events, or religious holidays. To have a permitted miss, you must email the instructor before that class period. Medical documentation will be required to avoid losing grade points for more than one absence. Missing more than one class will result in a 2% per class deduction from the student's final grade. Please inform the professor if you will be late or not attend class.

In the event a class must be cancelled, students will be provided an assignment to help them work with the material for that day. Conscientious completion of such assignments will count as attendance for that class. Assignments that are not completed or are poorly completed will be considered an unexcused absence

Program evaluation proposal (20% total): Since most program evaluations are developed using a team approach, the program evaluation proposal will be a group project. The project will be divided into several mini-assignments so that students may obtain instructor and colleague feedback to develop the final project proposal. The proposal will include an introduction, a short literature review, a logic model, a detailed description of proposed evaluation methods, an assessment of the proposal's methodological strengths and limits, a timeline, and a proposed budget.
Grading for this project will be as follows:

Draft proposal sections (5%): Each group will write a draft proposal for evaluating a particular agency or program that is of interest to group members or they may choose to submit a draft proposal for one of the instructor's research projects. The overall purpose of the evaluation proposal is for students to practice writing a rigorous yet feasible, scientifically valid, and relevant evaluation plan. Specific goals of this assignment are to: a) Familiarize the student with the evaluation research literature, and theoretical frameworks of program evaluation; b) Allow the student to generate evaluation questions that are relevant to stakeholders, answerable given the operationalization of the target variables and the available and potential data sources, and conducive to scientifically solid research design, c) Allow student to develop a logic model showing how program inputs will relate to outputs, outcomes, and goals, d) Allow the student to describe the methods of data collection and the strategy for analyses that optimally suit the chosen evaluation questions, setting, data, and target population. Note that we will likely review sections of project proposals as a class so that students gain experience in both critiquing evaluation proposals and in providing useful critique to colleagues.

Final proposal (15%): Groups will submit a revised proposal that includes all feedback received on the draft proposal. Should students have a sound reason for NOT addressing some piece of feedback, students are expected to address this as they would in the "real world" – that is, rather than just ignore feedback, they must develop an appropriately detailed commentary about why addressing the feedback would be unwarranted and discuss this with the instructor PRIOR to submitting the final project.

Assessment of contributions (ungraded, but required): Since group members will rely on each other to get a good grade on this project, it is very important that group members contribute actively and equally. Thus, with submission of the final paper, each student must also send the instructor a paragraph describing the contributions of each group member (themselves included) and assessing each member's performance in producing the paper and presentation. Non-submission of this document may result in a reduced individual grade on the proposal project. Should any individual not share equally in the workload, the instructor may assign a grade commensurate with the individual's contributions. Students are responsible for talking to the instructor if group members are not participating equally in the project.

Human subjects' protections training (ungraded, but a score of at least 80% is required for credit): Most social science research uses information about human subjects. Due to the potential for abuses in the research context, federal and university rules govern how research on human subjects can be conducted. All University research about human subjects must be approved by an Institutional Review Board (IRB) before starting to ensure that the study minimizes risk to human subjects (beneficence), ensures all subjects consent to participate with full information about the project and its risks (autonomy), and promotes equitable conduct of research (justice). Students are expected to show documentation that they've completed the human subjects protection course, CITI Training for Social/Behavioral Researchers at: https://research.utexas.edu/ors/human-subjects/for-researchers/training/

Grades will NOT be rounded up.

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

Canvas: The instructor uses Canvas (a web-based, course-management system with password-protected access) as the primary means of communicating with students. All course materials will be posted on the course's Canvas site. Canvas may also be used to communicate and collaborate online, to post grades, to give online quizzes or surveys. Students are responsible for checking this site regularly for class announcements and for new postings. Support in using Canvas can be obtained from the ITS Help Desk by calling 475-9400 between 8AM-6PM on Monday through Friday. Please plan accordingly.

Late Assignment Policies: Except in the case of extreme emergencies, and then only with prior permission from the professor, late assignments will not be accepted without penalty. Students will lose 3 percentage points for each day that an assignment is late. This includes ungraded, but required, assignments. Should a student need to miss an in-class assignment or short quiz, they should negotiate a make-up assignment with the instructor in advance. If any due date is a problem, then the student must contact the professor and negotiate another due date at least **48 hours PRIOR** to the date specified in the course syllabus.

Incompletes: Students are expected to complete all course work by the last day of class and to complete all assignments by the dates due. Only in emergency situations will an incomplete grade be given for a course and only when, prior to the emergency, the student has been in attendance and has done satisfactory work. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed.

Computer and Other Electronic Device Use Policy: Students are expected to use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use during class (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.

Feedback on Learning: During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to inform the professor on how her teaching strategies are helping or hindering student learning, ensuring that together the professor and students can create an environment effective for teaching and learning.

Course and Instructor Evaluations: At the end of the semester, the instructor will use the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin. The CIS offers provides a systematic, campus-wide method of evaluating courses and instructors. I hope that every student will complete the CIS. Although important, these evaluations are after-the-fact. Therefore, I strongly encourage you to provide input and feedback regarding the course during the semester so that together we can make this course of maximum benefit to you!

<u>**VIII. University Policies**</u>

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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: http://diversity.utexas.edu/disability/ . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner.Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry 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

The anticipated schedule of activities for this course is below. Reading due dates are the class for which the reading is listed. The instructor reserves the option to modify the schedule if deemed necessary. References to chapters are from the course textbook. Additional readings will be posted on Canvas.

Date	Description	Prepare for class with
Class 1 6/5	Introduction to course Review syllabus Discuss group project and assign groups	Royse, Thyer, & Padgett - Ch 1 Goldacre: TED Talk "Battling Bad Science":

		Intro discussion of program evaluation	https://www.ted.com/talks/ben_goldacre_battling_bad_science#t-839569
Class 2 6/7		Continue 'intro to program evaluation' discussion Discuss ethical issues in program evaluation Discuss IRB and human subjects' protections training Brief review of basic stats/research concepts ***Lab One due: Ethics case study***	Royse, Thyer, & Padgett – Ch 2 "Class 2" readings from Canvas
Class 3 6/12		Discuss needs assessment Discuss formative and process evaluation ***Documentation of CITI training completion due***	Royse, Thyer, & Padgett - Ch 3 & 5 "Class 3" readings from Canvas
Class 4 6/14		Discuss qualitative and mixed methods in evaluation ***Lab Two due: Logic model development***	Royse, Thyer, & Padgett - Ch 4 "Class 4" readings from Canvas
6/19		JUNETEENTH HOLIDAY: NO CLASS	
Class 5 6/21		Discuss single-system research designs Discuss client satisfaction studies ***Proposal sections draft due: Background & Significance, Logic Model***	Royse, Thyer, & Padgett - Ch 6 & 7 "Class 5" readings from Canvas
Class 6 6/26		Review sampling and research designs (This content should be a review from your Research Methods course.) Mid-term course survey Review for Exam One ***Lab Three due: TBD***	Royse, Thyer, & Padgett - Ch 8 & 9 "Class 6" readings from Canvas
Class 7 6/28		***Exam One*** Review proposals	Study for mid-term quiz Prepare questions regarding proposals
Class 8 7/3		Review exam one Discuss cost analyses Discuss proposal issues	Royse, Thyer, & Padgett - Ch 10 "Class 8" readings from Canvas
Class 9 7/5		Discuss measurement tools, measurement strategies, etc. ***Proposal section draft due: Method / Approach***	Royse, Thyer, & Padgett – Ch 11 & 12 "Class 9" readings from Canvas Review statistics
Class 10 7/10		Budgets, timelines, and other project management tools	"Class 10" readings from Canvas
Class 11 7/12		Discuss pragmatic and feasibility issues in program evaluation Begin discussing data analysis ***Lab Four due: Measure development***	Royse, Thyer, & Padgett – Ch 13 "Class 11" readings from Canvas Review statistics
Class 12 7/17		Discuss data analysis and using data to make decisions / inform program planning Disseminating evaluation findings ***Lab Five due: Data analysis***	Royse, Thyer, & Padgett - Ch 14 Online stats content "Class 11" readings from Canvas Review statistics
Class 13 7/19		Bringing it all together Review for second exam ***Course-instructor survey***	Discuss proposals
Class 14		***Second Exam***	

7/24	Discuss proposals	
7/27	***Final proposals and assessment of group contributions due by 8AM***	

X. Bibliography

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World Health Organization (2013). Evaluation Practice Handbook. Available: https://apps.who.int/iris/bitstream/handle/10665/96311/9789241548687_eng.pdf;jsessionid=2871E01C3A8265034DEF327ECB8EBD85?sequence=1