

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

Course Number:	SW 393T	Instructor:	Patricia A. Cody, PhD
Unique Number:	61230	Email:	triciacody@austin.utexas.edu
Semester:	Fall 2024	Office:	Hargis 1.202 or on Zoom
Meeting Time:	T 5:30–8:30pm	Office Phone:	512-413-6405 (cell)
Meeting Place:	PAR 304	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 several evaluation teams will work in group structures. Additionally, this class will utilize a great deal of interaction with several social service agencies. Students are expected to fully participate in the group work with their classmates and fully engage with leaders and staff from these 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
Program Evaluation – In-class Group Article Critiques (2 critiques x 10 points each) In-class article review and critique	September 5 (10 points) November 15 (10 points)	20
Program Evaluation Project (70 points total)		
Preparation and Introduction call with program partner agency		6
Literature Review	September 19	10
Theory of Change and Logic Model	September 26	10
Methodology and Administration Plan	October 3	10
Survey Draft	October 10 (draft due) October 17 (revisions due)	12
Presentation	December 3	10
Final Report	December 3	12
Attendance and Participation	Throughout the semester	10
Total Points		100

VI. GRADES

[No A+] 94.0 and Above 90.0 to 93.999	A A-	87.0 to 89.999 84.0 to 86.999 80.0 to 83.999	B+ B B-	77.0 to 79.999 74.0 to 76.999 70.0 to 73.999	C+ C* C-	67.0 to 69.999 64.0 to 66.999 60.0 to 63.999 Below 60.0	D+ D D- 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 unless needed to manage a family emergency or issue. Assignments will have a 5% deduction for each date submitted late unless arrangements are made in advance 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

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.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.

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.

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

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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 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
8/27	Welcome and Class Introduction!	Program Evaluation Group Assignments	Syllabus
9/3	Types of Evaluation Evaluation Process	<i>[in class work on agency call preparation – submitted by end of class]</i>	Grinnell, Chapters 1, 2, 3 Rubin, A. (1997). The Family Preservation Evaluation from Hell: Implications For Program Evaluation. Children and Youth Services Review, 19 (1/2), pp. 77-99.
9/10	Scheduled calls with program agencies		Agency website and supplemental readings.
9/17	Standards, Ethics and Cultural Competence	Critique #1 In-class	Grinnell, Chapters 4, 5, 6
9/24	Designing a Program Theory of Change Logic Model	Literature Review <i>[in class work on Logic Model]</i>	Grinnell, Chapter 7, 8
10/1	Evidence Based Programs Preparing for an Evaluation Needs Assessment	Theory of Change and Logic Model <i>[in class work on draft evaluation plan]</i>	Grinnell, Chapters 9, 10, 11
10/8	Process, Outcomes and Efficiency Evaluations	Methodology and Administration Plans <i>[in class work on survey questions]</i>	Grinnell, Chapter 12, 13, 14
10/15	Program Outcomes Common Designs	Survey Draft due	Grinnell, Chapters 15, 16
10/22	Collecting Data Sampling Data Collectors	Survey Draft revisions due	Grinnell, Chapters 17, 18
10/29	Using Data Information Systems Making Decisions	<i>[Survey administration - open]</i>	Grinnell, Chapters 19, 20
11/5	Effective Communication and Reporting	Critique #2 In-class <i>[Survey administration - closed]</i>	Grinnell, Chapter 21
11/12	Data Collection Challenges and Strategies	[in class work on data analysis]	---
11/19	Data Analysis	Power point deck due by end of class - feedback will be provided before break	---
11/26	NO CLASS	Fall Break	Enjoy your time off!
12/3	Last Class Day! Group Presentations	Presentations Final Report	Happy Happy Winter Break!

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.