

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW 549 – Program Development and Continuous Improvement
3 credit hours
Spring, 2018**

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Class Time: Tuesdays, 9:05 to 12:05 in Henson 418

Office Hours: Before/after class and other times by appointment

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This course will address the important aspects of measuring and demonstrating the impact that a social program has on clients. Topics such as assessment, evaluation in social sector, fidelity to evidence-based practices, basic principles of program development, needs assessments, environmental scan, impact measurements, process evaluation, information management through technology, data driven decision-making, and translational research skills will be addressed.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

1. Knowledge of the history, definitions, and philosophies of evaluation research in advancing a solid evidence base for social service provision. OL 9.1 (Content: The purposes of evaluative research, theories of evaluation, history of evaluation, previous abuses of research with underrepresented client systems and reasons for using evaluative research to contribute to the evidence base, and issues of research with diverse clients/client systems including individuals, families, groups, organizations and communities)
2. Skills in utilizing search resources to access relevant evidence based evaluation literature with an emphasis on applying critical thinking in the interpretation, synthesis and development of social work programs and policies. OL 7.1, 9.1 (Content: Critical analysis of existing evaluative research, using empirical research to develop outcome measures, ability to conduct a review of evidence based literature to determine type of evaluation needed and using research to inform practice and practice experience to inform research. Skills in translational and intervention research, the ability to take the evidence from the literature and apply it to program development)
3. Skills and knowledge related to process evaluation and outcome evaluation. OL 9.1, 9.2, 9.3 [The process evaluation includes the awareness of helping

stakeholders (including individual, family, group, organization and community stakeholders) see how a program outcome or impact was achieved. While outcome evaluation assesses the effectiveness of a program in producing change.]

4. Skills and knowledge of the principles of program development. OL 7.1, 7.2 (Content: Assessments to determine needs of populations that various organizations serve, environmental scan, impact measurements, monitoring systems, responsive re-development of programs, critically appraising evaluation designs, outcome measures and program goals/objectives, using logic models to visually display program inputs, processes and outcomes, making the link between program elements and evaluation design, understanding contextual variables, as well as formulating practice oriented research questions)
5. Knowledge of the principles of sampling techniques relevant to evaluation research, including the ability to select appropriate sampling strategies for particular evaluation circumstances. OL 2.1, 4.1, 4.2, 4.3 (Content: Cultural sensitivity in sampling procedures, representative sampling strategies in the development of an evaluative research design and data collection techniques including secondary data, primary data, Interviews and surveys)
6. Knowledge of applied research design. . OL 4.1, 4.2, 4.3 (The principles, logic, strengths, and limitations of meta-analysis, experimental design, quasi-experimental design, case-control and cohort studies, pre-experimental group studies, surveys, and qualitative research designs, including the ability to select appropriate research designs for particular evaluation circumstances)
7. Skills in data collection, preparation, manipulation, analysis, and presentation of evaluation research data. OL 4.1, 4.2, 4.3 (Content: Building a database using statistical programs, use of statistical tools such as SPSS, graphic, tabular and statistical presentation of evaluative research findings, reporting and disseminating evaluation results, and the use of descriptive statistics, chi-square, correlation and t- tests. Skills in conducting assessments, determining program goals and objectives, and determining the needs of populations served)
8. Knowledge of potential biases in evaluation research with minority and disadvantaged groups with an emphasis on skills to avoid these biases to the best extend possible. OL 2.1, 2.2, 9.1 (Content: Use of evaluative research in identifying barriers to culturally relevant service delivery for various client systems, working with diverse client systems assessing different practice models, interventions, research methods and instruments when working with diverse client systems and appropriately adapt practice with the best evidence of effective and culturally affirming social work practice)
9. Knowledge of ethical, political, and organizational factors involved in conducting evaluation research. OL 1.1, 1.2, 1.3, 2.1 (Content: Factors such as the NASW and Code of Ethics, methods for addressing ethical dilemmas in evaluative research, political and organizational factors involved in evaluation research, human subjects protection and informed consent, and the avoidance of bias and

understanding the perspectives of minority and disadvantaged groups in the conduct and interpretation of evaluation research)

Use of Laptops/Cell Phones/Other electronic devices:

Please do not use laptops and other electronic devices during class for non-class purposes; remember to turn off your cell phones during class. Adherence to these requests will be much appreciated!!

Course Requirements:

A. Text:

Posavec, E. J.(2011). Program Evaluation: Methods and Case Studies. Boston: Prentice Hall.

Other assigned readings are listed in the course outline.

B. Assignments and Evaluation

The course grade will be based on a combination of papers and projects conducted at your field placement, as well as 2 short online quizzes, presentation of your evaluation, and class participation. Dates for quizzes will be announced in class and available on CANVAS for several days. Approximate dates are 2/20 and 3/27.

- Evaluation proposal: 15% (Competencies 1, 2, 4, 5, 6, 9; Dimensions of measurement: Knowledge; cognitive and affective processes)

This paper is based on an evaluation problem in your field placement (or another social agency if you do not have a placement). Do not collect data or proceed with the evaluation until the proposal has been approved.

1. Introduction

Provide a clear notion of the issue/problem to be evaluated. What is the significance of the issue/problem and the rationale for studying it? Describe the issue, the program/agency, the purpose of and rationale for the evaluation. (You may choose needs assessment, monitoring of program implementation, outcome assessment, etc).

2. Literature Review

The literature review should provide a relevant context for understanding prior programs and evaluation efforts of these and/or similar programs. Survey the literature for similar program evaluation efforts. Identify gaps in the literature. End this section by clearly stating the purpose(s)/question(s) of your evaluation.

3. Methodology

State your proposed evaluation design, data collection procedures, sampling design, description of participants, description of the instruments (attach them), and proposed procedures for analyzing the data. Include sub-headings of Participants, Measures, Design/Data Collection, and Data Analysis.

- Final Paper: 30% (Competencies 1-9; Dimensions of Measurement: Knowledge, Skills, Values, Cognitive and affective processes)

Final paper (Sections 1 through 3 are the same as those from your proposal, in revised format. For example, you will explain what you actually did rather than what you proposed to do!)

4. Results

Report findings relative to the stated evaluation question/purpose. As appropriate, include tables and charts.

5. Discussion

Explain/summarize the findings, discuss the practice implications and implications for future evaluations, and discuss the strengths and limitations of the study.

6. References (APA style)

7. Appendices (copies of the measures, copies of other evaluation materials (for example, recruitment flyers, etc.) graphs/figures that are too extensive to include in the paper, etc.)

Final paper is due on May 1.

- Attendance & Participation, including presentation of final evaluation effort: 15% (Competencies 1-9; Dimensions of Measurement: Knowledge, Values, Cognitive and affective processes). The presentation is not graded but is wrapped into the participation grade which includes class attendance and active involvement in discussion of the readings and class activities. Failure to present or not taking it seriously will result in the loss of 10 participation points. More than 2 absences without notification will result in the loss of 3 points per absence.

Class Presentation (Use of power point is strongly encouraged; please send me a copy of it by 4 pm the day prior to your presentation).

1. Why you have done this study, based on literature and program goals.

What type of evaluation did you do?

2. Research Questions or Hypotheses

Short synopsis of:

3. Data Collection and Sampling Technique, Design used

4. Variables, defined and operationalized

5. Type of Analysis

6. Results, using handouts for the class and instructor (if appropriate)

7. Strengths, limitations of the evaluation effort.
8. Discussion and recommendations.

- 2 short online quizzes (15 pts each): 30%

Quiz 1 will focus primarily on evaluation basics (purpose, definitions, etc.); measurement; and sampling (Competences 1, 3, 4, and 6; Dimension of measurement: Knowledge)

Quiz 2 will focus primarily on ethics, evaluation with vulnerable populations, and various types of evaluations, including outcome, process, and efficiency) (Competences 3 and 9; Dimension of measurement: Knowledge)

- Data Analysis Assignment: 10% (can be completed in class) (Competency 7; Dimension of measurement: Knowledge, Skills)

Due on 4/17

We will meet in the lab for the data analysis assignment; you can also download SPSS to your laptop: <https://web.dii.utk.edu/softwaredistribution>

Total Points: 100

Grading Scale

A = 93-100

A-=90-92

B+= 86-89

B= 83-85

B-=80 to 82

C+= 77-79

C= 70-76

D= 69 and below

Course Outline:

Session 1: 1/16

Introduction to and Purpose of Evaluative Research
Structure and requirements of the course

Overview of Definitions of Evaluation Research in Social Work
Problem Definition and Problem Analysis

Text, Chapters 1 and 2

Group Discussion: Your agency and beginning thoughts about your evaluation project

Session 2: 1/23

Assessing Needs

Logic Models
Program Theory

Text, Chapter 6

Read at least 2 of the articles and visit the Kellogg Foundation website to become familiar with logic models.

Andrews, M., Sanchez, V., Carrillo, C., Allen-Aninins, & Cruz, Y.B. (2013). Using a participatory evaluation design to create an online data collection and monitoring system for New Mexico's community health councils. *Evaluation and Program Planning, 42*, 32-42.

Bliss, D. L. (2007). Implementing an outcomes measurement system in substance abuse treatment programs. *Administration in Social Work, 31*,83-101.

Gervais, C., deMontigny, F., Lacharite, C. & Dubeau, D. (2015). The Father Friendly Initiative within families: Using a logic model to develop a program theory for a father support program. *Evaluation and Program Planning, 52*, 133-141.

Hill, J. R. & Thies, J. (2010). Program theory and logic model to address the co-occurrence of domestic violence and child maltreatment. *Evaluation and Program Planning, 33*, 356-364.

Holiday, L. R. (2014). Using logic model mapping to evaluate program fidelity. *Studies in Educational Evaluation, 42*, 109-117.

Savaya, R. & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. *Administration in Social Work, 29*, 85-103.

Ziviani, J., Darlington, Y., Feeney, R., & Head, B. (2011). From policy to practice: A program logic approach to describing the implementation of early intervention services for children with physical disability. *Evaluation and Program Planning, 34*, 60-68.

<http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>

Students will have some class time to develop a logic model and present it to the class.

Session 3: 1/30

Continue Presentations of Logic Models
Review of Sampling Strategies
Planning the Evaluation

Different types of Evaluation
Conceptualizing Program Goals and Objectives
Formulating Research Questions

Text, Chapters 13 and 14

Group Discussion: What are your research questions/evaluation purpose? What type of evaluation are you planning?

Session 4: 2/6 (Please send me the surveys and measures you are working on by 4 pm on 2/5. Part of this class will be devoted to reviewing and making suggestions on student's proposed measures).

Developing Surveys
Selecting Measures
Review of Level of Measurement
Review of Reliability and Validity

Text, Chapter 4

Benjamin, L. M. (2012). Nonprofit organizations and outcome measurement: From tracking program activities to focusing on frontline work. *American Journal of Evaluation, 33*, 431-447.

Fowler, F.J. (2009). Nonresponse (pp. 49-67). In *Survey Research Methods*. Sage.

Fowler, F.J. (2009). Designing Questions to be Good Measures. (pp. 87-113). In *Survey Research Methods*. Sage.

Group Discussion: What are your measures? How do you assess their reliability and validity?

Session 5: 2/13 EVALUATION PROPOSAL DUE

Process Evaluations
Qualitative Evaluation Methods
Text, Chapter 7

Alves, P. C. G., Sales, C. M. D. & Ashworth, M. (2016). "It is not just about the alcohol": Service users' views about individualized and standardized clinical assessment in a therapeutic community for alcohol dependence. *Substance Abuse Treatment, Prevention, and Policy, 11*, open access.

Durlak, J. A. (1998). Why program implementation is important. *Journal of Prevention and Intervention in the Community, 17*, 5-18.

Kinsky, S., Maulsby, C. H., Jain, K. M., Charles, V., Riordan, M., & Holtgrave, D. R. (2015). Barriers and facilitators to implementing access to HIV care interventions: A qualitative analysis of the Positive Charge initiative. *AIDS Education and Prevention, 27*, 391-404.

Session 6: 2/20

Group Designs for Outcome and Impact Evaluations

Text, Chapters, 9, 10, and 11

Karatekin, C., Hong, S., Peischer, K., Uecker, J., & McDonald, J. (2014). An evaluation of the effects of an integrated services program for multi-service use families on child welfare and education outcomes of children. *Children and Youth Services Review, 41*, 16-26.

Lutze, F. E., Rosky, J. W., & Hamilton, Z. K. (2014). A multisite outcome evaluation of Washington State's reentry housing program for high risk offenders. *Criminal Justice and Behavior, 41*, 471-491.

Sturtevant, D., Wimmer, J. S. (2014). Success and challenge of measuring program impacts: An international study of an infant nutrition program for AIDS orphans. *Evaluation and Program Planning, 42*, 50-56.

Session 7: 2/27

Cost Benefit Analysis

Cost Effectiveness Analysis

Text, Chapter 12

Handy, F & Mook, L (2011). Volunteering and volunteers: Benefit-cost analysis. *Research on Social Work Practice, 21 (4)*, 412-420.

McLaughlin, TC (2011). Using common themes: Cost-effectiveness of permanent supported housing for people with mental illness. *Research on Social Work Practice, 21 (4)*, 404-411.

Session 8: 3/6

Ethical Issues in Evaluation Research

Text, Chapter 5 and Chapter 8

Fowler, F. J. (2009). Ethical Issues in Survey Research (pp. 163-169). In *Survey Research Methods*. Sage.

Hepler, N. A., Guida, F., Messina, M. & Kanu, M. (2011). Program Evaluation with Vulnerable Populations (pp. 355-373). In Service Delivery for Vulnerable Populations. New York: Springer.

Group Discussion: 1) What are potential ethical issues you may confront in your evaluation?
2) In what ways could you incorporate qualitative evaluation methods?

Spring Break: 3/13

Session 9: 3/20

Data Analysis: Descriptive stats, averages, percentages, cross tabs

Understanding chi square, correlation, T-tests

Review of statistical significance testing and statistical tests

Session 10: 3/27

Begin work on data entry/analysis

Data Entry

Data Coding & Cleaning

Data analysis, continued

Session 11: 4/3

Continue data analysis and time for group/individual consultation

Session 12: 4/10 Student presentations.

Session 13: 4/17 Student presentations.

Session 14: 4/24 Student presentations.