For Fall 2019
Course Outline Structure for MSW
BROWN SCHOOL
WASHINGTON UNIVERSITY IN ST. LOUIS
Fall 2019
EVALUATION OF PROGRAMS AND SERVICES
S50-5050.01

CREDIT HOURS: 3
GRADE: Letter Grade
ROOM: Goldfarb 37
DAY/TIME: Tuesday, 9:00 am-12:00 pm
TA: William Byansi, MSW
Office hours: Thursday 2-3pm
Email: byansiw@wustl.edu
No class: 10/15/2019
08/26/2019-12/10/2019

INSTRUCTOR: Fred M. Ssewamala, PhD.
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I. COURSE DOMAIN AND BOUNDARIES

This course builds on content covered throughout social work training and provides students with the skills to carry out evaluations of programs and services. The course allows students to apply knowledge gained in coursework on research methods, social policy, organizations and communities, social justice, as well as concentration and practicum experiences. Students complete an evaluation project in conjunction with their concentration practicum. Students are expected to design and execute all aspects of the evaluation; identify and critique the state of the empirical evidence related to the evaluation; and prepare and report project findings and implications. The ability to involve agency and client constituencies in the development, implementation and dissemination of evaluation efforts is emphasized.

The course covers major topics involved in program evaluation. These include: types of evaluation, evaluation design and theory, measurement, sampling, data collection, ethics and politics in evaluation, data analysis, and presentation and utilization of findings. Attention is given to the capacity-building potential of evaluation and its impact on the quality and delivery of social welfare services to populations-at-risk. Special attention is also given to values, ethics, social and economic justice as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize
when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**
Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkenne@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive
campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required:

Optional:

VI. ORGANIZATION OF THE COURSE
This is an advanced level course designed with strong emphasis on lectures, class discussions, group exercises, class presentations, and microcomputer lab sessions.

VII. ROLE OF FACULTY AND STUDENT

Instructor’s role
The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. The instructor will respond to student inquiries regarding the readings and the course project, both individually and in concert with the co-instructor. The instructor is available during by appointment.

Co-Instructor’s role

The co-instructor for this course will lead portions of lectures and class activities. The co-instructor will provide students with support and guidance particularly in evaluation design, methods development and implementation, and statistical analysis. The co-instructor will work with students by appointment and also assist with grading.

Student role.

Class attendance and participation: The developmental nature of learning in this class requires students to keep up with readings, assignments, and attend class sessions.
Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, he/she should contact the instructor in advance, or failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. Students are expected to participate in class. It is the student’s responsibility to seek guidance and feedback from the instructor and teaching assistant as needed to assure progress. Due to the condensed summer course, more than one absence will be reviewed for whether the student has received enough content to complete the course. This will be done in collaboration between the instructors and the student.

**Active team membership:** Students will be assembled in small teams to work on projects and build skills in evaluation practice. Teams offer opportunities to develop ideas and gather feedback efficiently by maximizing the wisdom of the crowd. To be effective, team members must engage in key behaviors that include 1) making others feel comfortable and able to contribute, 2) dependably contributing quality work, 3) assigning clear roles and tasks, and 4) committing to expand evaluation practice. Students are expected to contribute actively to teams to ensure high quality work of all members.

**Seeking assistance:** Proactive and creative problem solving is an essential social work competency. Prior to seeking assistance about an assignment, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance. This is what an employer would expect of you in a professional setting.

**Writing requirements:** Use a professional style in all written communication (e-mail & class assignments). **Please proofread all documents.** Students should use the grammar and spell checking available in Microsoft Word before submitting papers. Students are encouraged to take advantage of the writing tutoring and assistance available at the Brown School and at the University Writing Center. Use of other sources and references should be guided by the dictum: “If you did not write it, then you have to cite it.”

**Research ethics and protection of project evaluation data:** Protecting the privacy and security of program, agency, and client data is of paramount importance. Students will be instructed about research ethics and strategies for protecting data security. All students are expected to have completed CITI training as a requirement of this course.

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**Any exposure, loss, or accidental release of agency data, records or information must be reported to the professor and practicum supervisor immediately.**

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

I. Ethics and Human Subjects Issues: [Due DATE: September 10]

Students are expected to go to the Washington University Human Subjects to
complete the CITI Human Subject on-line test. The purpose of this assignment is to familiarize the student with the basic principles of ethical research involving human subject. A hard copy of the results should be given to the instructor. Instructions on how to do so are found here: http://hrpo.wustl.edu/wp-content/uploads/2015/05/Printing_Your_CITI_Certificate.pdf

This training is available at https://hrpo.wustl.edu/education/human-subjects-education/

• Follow the directions and take the test.
• Print out or save the certificate when done
• Hand it in or email it to the TA

II. Program Pre-Evaluation (Individual Assignment): [Due Date: September 24]

This is a program pre-evaluation for a program at your current field placement (if you do not have a field placement, please consult with me to make alternative arrangements). This paper should be no more than six pages total excluding references.

Paper Sections/Major Headings:
I. Brief agency and program description; social problem addressed by the program; underlying causes of the social problem/identifying assumptions about causes (No more than 1 page)
II. Needs assessment (Was one done and to what extent? Its nature?) (No more than 1 page)
III. Target population (Client characteristics and eligibility criteria) and client flow chart (No more than 1 page)
IV. Program logic model: (No more than 1 page)
   i. Inputs
   ii. Outputs (program activities, who is reached) and their measures
   iii. Outcomes/impacts and their measures in the short-term, medium term, and long-term
V. Elaborate on contents of the Program Logic Model (No more than 1 page)
VI. Recommendations (No more than 1 page)
VII. Sources of Information/Reference List. Use APA Style.

Length: 6 double-spaced pages (12-font) maximum (body of text) plus References and Appendixes

III. Evaluation Design Paper: [Due Date: October 8].

Guidelines
The purpose of this paper is to lay out the framework for the evaluation study. It is thus a study proposal, and will provide the instructor with the opportunity to provide helpful feedback prior to the full implementation of the study. This paper should include the following five major headings:
I. Project Rational and Aims
II. Program Description
III. Literature Review
IV. Proposed Methodology
V. A Description of potential challenges to your proposed evaluation plan.

As indicated by the APA Style book, the paper must end in a ‘References’ section. An ‘Abstract’ is not required for this paper. *At least* five scholarly works (journal articles, evaluation reports and/or book chapters) must be referenced.

**Paper Sections/Major Headings**

I. **Project Rationale and Aims.** Begin with a ‘problem statement’ that targets ‘capacities’ within the program or services to be addressed. Follow this with a brief section on the study rationale - why should this study be conducted, and what is its’ significance? Close this section with the study aims and research question.

II. **Program Description.** Describe those aspects of the program/service and agency host that are most important to this study. The purpose of background information should be to provide context for the study, therefore limit the scope of this section appropriately.

III. **Research Literature Review.** Review the pertinent literature with special attention to the literature on relevant ‘evidence-based practices’ in the area of study. The research literature review should be a critical analysis of the pertinent empirical studies and theory.

IV. **Proposed Methodology.** Describe the sample (human participant characteristics), and recruitment strategies. Next lay out the data collection procedures; what steps will be taken, and by whom, to collect data and provide informed consent. Articulate the study hypotheses and how the chief study variables will be operationalized. Finally provide a copy of the instrumentation, which should include a scale, questionnaire, check list and/or observational protocol. If planning to use primary data, include a draft of the questionnaire/evaluation instrument you propose to use in the appendix. It should have at least 20-25 items, with an appropriate measurement scale.

V. **Potential Challenges to the Proposed Plan.** Describe the potential challenges to your proposed evaluation plan, including professional and ethical considerations, issues of diversity that you perceive may impact your study, and proposed steps to address these challenges during the evaluation process.

**Length: 8 double-spaced pages (12-font) maximum (body of text) plus References and Appendixes**

**IV. Final Paper: Findings & Interpretations [Due DATE: December 10].**

**Guidelines**
The purpose of this paper is to provide a final cogent, thoughtful report on your completed study. It builds on the evaluation design paper together with the finalized results from your evaluation. It is very much a cumulative work. The paper should look like a publishable research article that is not more than 15 double-spaced (12 font) pages.
The first portion will be a revision of the evaluation design paper with the caveat that the Methods section will be revised to reflect how the study was actually implemented (including data analysis). Remember to change the tense from future to past tense!

**Paper Sections/Major Headings**
(Please note Sections I-III are unchanged from the Evaluation Design paper; Sections IV and V are altered and Sections VI & VII are new. *These sections are a revision of the Evaluation Design paper after changes as indicated by the instructor on the individual student assignments.* The paper begins with an Abstract and ends with the References section as indicated by the APA Style Book)

I. **Project Rationale and Aims.** Begin with a ‘problem statement’ that targets ‘capacities’ within the program or services to be addressed. Follow this with a brief section on the study rationale–why was this study conducted, and what is its significance? Close this section with the study aims and research question(s), revised from Evaluation Design paper.

II. **Program Description.** Describe those aspects of the program/service and agency host that are most important to this study. The purpose of background information should be to provide context for the study, therefore limit the scope of this section appropriately. Include relevant factors identified as obstacles and barriers influencing evaluation and the procedures put in place to address these barriers.

III. **Research Literature Review.** Review the pertinent literature with special attention to the literature on relevant ‘evidence-based practices’ in the area of study. The research literature review should be a critical analysis of the pertinent empirical studies and theory, with any revisions or additions following the Evaluation Design paper.

IV. **Methodology.** Describe the sample (human participant characteristics), and recruitment strategies used in the evaluation. Next lay out the data collection procedures; what steps were taken by whom to collect data and provide informed consent. Articulate the study hypotheses and how the chief study variables were operationalized. Report on the reliability and validity of the instrumentation, along with the data analysis plan followed. A copy of the finalized instrument should be included in the appendix.

V. **Challenges Faced.** Describe the challenges you faced in undertaking the study, including professional and ethical dilemmas, and the steps you took to address these challenges during the evaluation process.

VI. **Results.** Describe the study findings, verbally and with figures/tables as appropriate from SPSS data analysis and/or quantitative methods used. Provide basic interpretation of the findings, with any needed supporting documentation.

VII. **Discussion.** Discuss the study limitations; those methodological, ethical or political issues that limit the study’s validity or significance. Provide some ideas on how, with the benefit of hindsight, this study might have proceeded differently to address those issues. Remember that ‘practical’ or ‘clinical’ significance is as important as validity in
conducting evaluation research. Describe the implications of this study for practice and research. In the discussion of practice implications include implications for the agency and potential future/follow-up studies. Conclude the paper with recommendations & suggestions for future studies and practice (services/programs).

**Length:** Findings and Interpretations must be in the format of a formal, written paper (15 pages total--12 font size--including tables/graphs).

**V. Presentations:**
Students will be required to make a class presentation on some phase of their project. Students who miss presentations by classmates will have 2 points deducted from their final grade for each presentation missed.

The breakdown of the grading is as follows:
- Ethics and Human Subjects Issues: 5
- Homework Assignments and Class Participation: 25
- Program Pre-Evaluation: 10
- Evaluation Design Paper: 20
- Presentations: 10
- Final Paper: 30
- Total: 100

Percentage and Letter Grading Scale:
- 95-100=A
- 84-87=B
- 78-79=C+
- Below 70=Failing.

Class Attendance: It is expected that students will attend all classes, and will arrive to class and depart on time. Any departure from these expectations must be arranged in advance with the instructor, and will be permitted only if unavoidable due to illness or other critical time conflict. Absence from a class and/or leaving before the end of the class without prior approval from the instructor will result in a reduction of 4 points—from the final grade—for each class missed. In addition, students who miss presentations by classmates will have 2 points deducted from their final grade for each presentation missed.

Late Policy: Except under extremely unusual circumstances, all assignments must be completed fully and submitted on the due date and time. All assignments are due at the beginning of class. Late papers will result in a reduction of 2 points for each day late (including weekends) unless prior approval is obtained from the instructor. A grade of incomplete is given only in accordance with university policy.

Academic Honesty: Academic honesty in the composition of assigned papers is expected. If problems do arise for you regarding any aspect of the course, please talk with the instructor so that the problem(s) may be remedied. Violation of academic honesty in the preparation of papers (e.g., plagiarism) will be dealt with according to the University policies.
An “A” assignment: Is complete, well-written and organized; is thorough and clearly and accurately defines, explains and discusses the concepts and ideas and theories (where applicable) presented in assigned readings using a student’s own words; elaborates beyond the readings and handouts; provides examples; and is able to link into the discussion program-level, policy-level and practice level issues. When tables/graphs are included, they should be well constructed. Students should avoid “copying and pasting” tables from the SPSS/STATA outputs. Instead, when creating tables, only include relevant information.

The Instructor adheres to University and School policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and students’ evaluation of the course and its instruction as is stated in the respective Student Handbook.

IX. TOPICS TO BE COVERED

Required and recommended readings for each class session are noted, along with assignments due that week.

Session 1  August 27  Course Overview and Expectations

This session introduces the process involved in completing class assignments and expectations for completion of evaluation assignments. In addition, the session will give the course overview.

Session 2  September 3  Introduction to Evaluation; and Ethics of Evaluation

This session will cover the nature and significance of the evaluation of programs and services; major approaches to evaluation research and the impact of context and the ethics of “best practice”; an overview of various types of evaluation performed in social work settings; and an introductory discussion on ethics in conducting, planning, and using evaluation of programs and services as an aspect of social services delivery.

Required Readings


Optional Reading:

Session 3.  September 10  
Professor to discuss his international focused evaluations and relate them to class requirements and assignments

First 30 minutes of Class: Presentation of IRB Issues By Washington University IRB Staff [TBA].

Students are required to review both the Policy and Guidance found on WashU IRB Website as “Students as Researchers Policy and Guidance.”
https://hrpo.wustl.edu/

The policy explains when IRB review is required and the guidance provides direction for students.

Also, read: Royse, et al. (2016), Chapter 2 “Ethical Issues in Program Evaluation”
- The role of Institutional Review Boards (IRBS) 42
- Ethical Guidelines 42
- How Ethical Guidelines Get Operationalized 47
- Research with Special Populations 49
- Ethical Issues Pertaining to Diverse Cultures and Groups 51
- Ethical Boundaries in Participatory and Action Research 52

Readings for Professor’s Presentation. [Students should read any 2 articles].


Set Assignment Due: Ethics and Human Subjects

Session 4     September 17     COMPUTER LAB 1:  
Review of Key Statistical Concepts, and  
Introduction to SPSS: TA

This session will be a computer lab. Specifically, the session will be a review of  
statistical concepts students covered in the “introduction to statistics course”, including  
the definition and creation of variables in SPSS, an overview of SPSS procedures for  
descriptive statistics & data management. Students will create coding for a sample  
evaluation and discuss basics of SPSS.

The students will be guided by the Teaching Assistant for the Class.

Required Readings
Hill, Berkshire.

Part I. Getting started  
Part II. Preparing the data file  
Part III. Preliminary Analysis

Also read: Chapter 6, Descriptive Statistics  
Chapter 7, Using graphs

Assignment Due: [Review key statistical and research concepts covered during the first  
year.] Assignment will be graded out 5.

Session 5     September 24     Tailoring Evaluations; and Theories of  
Evaluation

Introduction to the basic types of evaluation, with the focus on the development of an  
evaluation plan including the identification of a research question, involvement of  
stakeholders, articulating program theory, and determining the overall approach to  
evaluation. Theories about the structure and nature of evaluation and the involvement of  
various types of stakeholders.

Required Readings
Rossi et al., (2004), Chapter 2: Tailoring Evaluations [pp. 31-65]  

Chan, C., Chan, Y & Lou, V. (2002). Evaluating an empowerment group for divorced  
Chinese women in Hong Kong. Research on Social Work Practice, 12(4), 558-569.

Deane, K., & Harre, N. (2014). Program theory-driven evaluation science in a youth  
development context. Evaluation and Program Planning, 45, 61–70.

Green, R.S. & Ellis, P.T. (2008). Foster youth evaluate the performance of group home  
Optional Reading:

**There will be 2 in-class presentations [15 minutes each] on the students’ Evaluation Design Paper.**

**Assignment Due:** Program Pre-Evaluation Paper

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**Session 6  October 1  Types of Program Evaluation & Designs: Part 1 (Needs Assessment)**

Major features of needs assessment, including pre-conditions for determining causes of outcomes in various types of real-world settings. Value conflicts, competing priorities and practical difficulties in framing and assessing cost issues.

**Required Readings**
Rossi et al., (2004), Chapter 4: Assessing the Need for A Program [pp.101-132]


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**Session 7  October 8  Types of Program Evaluation & Designs: Part 11 (Program Monitoring and Outcome/Impact Assessment)**

Key issues to be discussed in this session include: (1) Did change occur and is the program responsible? (2) What happens when all possible participants receive the service (e.g., comparison group absent) (3) Finding financial resources for evaluation (e.g., public and private funding entities). Introduction to types of measurement, in the context of types of evaluation.

**Required Readings**
Chapter 8: Assessing Program Impact: Randomized Field Experiments [pp.233-264]

Assignment Due: **Evaluation Design Paper due at the beginning of class.**

**There will be 2 in-class presentations [15 minutes each] on the students’ Evaluation Design Paper.**

**October 15: No classes (Fall break)**

Session 8  October 22  Outcomes, Goals and Measurement: Dr. Proscovia Nabunya

Identifying research question-relevant outcomes or variables to be measured in the context of a given service or program. Incorporating evidence-based practice methods and content into the study design. Assessing the validity and feasibility of measurement and agency’s data collection capabilities. Working with the agency and participants to increase clinical significance of the study and to increase data collection capabilities. Overview & comparison of key components of qualitative and quantitative techniques

**Required Readings**


**There will be 2-3 in-class presentations [15 minutes each] on the students’ Evaluation Design Paper.**

Session 9  October 29  COMPUTER LAB II:

Entering & Working with Evaluation Data;
Data Analysis & Interpreting Results: TA

Interpreting and communicating findings so they are comprehensible and useful to direct service workers, administrators and policy makers. Balancing the sometimes competing demands of practical and statistical significance in thinking about the implications of study findings. Selection and effective use of presentation techniques (e.g., Power Point, executive summaries, oral presentations) and dissemination venues (e.g., Town meetings, group meetings).

This session will address strategies for framing research questions and creating an
appropriate data analysis plan. We will cover the various tests that can be applied to quantitative data using SPSS software applications.

The students will be guided by the Teaching Assistant for the class.

**Required Readings**

Part III. Preliminary Analysis
   Chapter 8 Manipulating the data [pp.78-89]
   Chapter 10 Choosing the right statistic [pp.94-110]
Part IV. Statistical techniques to explore relationships among variables
   Chapter 11 Correlation [pp.113-135]
   Chapter 12 Partial Correlation [pp.136-139]

**Assignment Due:** Homework Data Analysis Assignment—Analyzing existing dataset and creating a new dataset for students’ projects.

[Assignment. To be graded]

**Session 10. November 5 Techniques of Data Collection**

This discussion will review various types of measurement techniques in detail, including ways in which data is collected, limitations to validity & reliability, and the thoughtful inclusion of data analysis plans into the evaluation design. An overview of agency regulations related to the disclosure of information and the development of stakeholder buy-in and consumer participation will also be discussed

**Required Readings**

   Chpt. 12 “Using focus groups” (by Robert Goldenkoff. Starting @ page 340 to end of chapter)
   Chpt. 14 “Using agency records” (by Harry P. Harry. Starting @ page 396 to end of chapter)


**Optional Reading**


Royse, et al. (2009), Chapter 9 “Group Research Designs”

**There will be 2-3 in-class presentations [15 minutes each] on the students’ Evaluation Design Paper.**
Session 11  November 12  COMPUTER LAB III:
Data Analysis and Reporting in
Evaluative Research

The focus of this lab is on interpreting the results of statistical tests that are appropriate to
the research question and the data collected. Data cleaning techniques will be discussed.
Trouble shoot possible data entry errors identified in the course of preliminary analyses.
Data reporting techniques including charts, graphs, Excel, and Power Point will be
discussed.

Students will be guided by the Teaching Assistant for the class

Required Readings
   Part V. Statistical techniques to compare groups
      Chapter 16  T-test [pp.195-213]
      Chapter 17  One-way analysis of variance [pp.214-228]


In class exercise: Reading & critiquing results reporting from selected articles; planning
for evaluation interpretation and results reporting

Assignment Due: Homework Data Analysis Assignment—Finalized data entry and
bivariate analysis of data for students’ projects. Details will be posted on Canvas
[Homework assignment. To be graded]

Session 12  November 19  COMPUTER LAB IV:
Data Analysis and Reporting in
Evaluative Research—Continued;
Students work independently on their
projects

Required Readings
Royse (2009)
   Chapter 14  Making Sense of Evaluation Data
   Chapter 15  Writing Evaluation Proposals, Reports, and Journal Articles

In class exercise: Reading & critiquing results reporting from selected articles; planning
for evaluation interpretation and results reporting.
**There will be in-class presentations [15 minutes each] on the students’ Findings and Interpretations**

**Session 13. November 26 Qualitative Techniques: Dr. Ozge/Carolyn**

Identification of qualitative techniques, including focus groups, individual interviews, and open-ended response formats. Use of qualitative techniques in various types of evaluation designs including needs assessment, formative/process evaluations, and aspects of outcome evaluation. Discussion of the utility of mixed-methods approaches in evaluation.

**Required Reading**


**There will be in-class presentations [15 minutes each] on the students’ Final Project: Findings and Interpretations**

**Session 14: December 4 Final Project Presentations; Course Evaluation and Wrap-Up**

**Assignment Due: Final Paper Due** Final Paper Due December 10 at 11:00 am.