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

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C5</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
</tbody>
</table>

III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

1. Course content and assignments are designed to be applied within the context of a current practicum or employment setting and assignments are expected to be completed with input from your field instructor, supervisor, and agency administrator.

2. Instructors will utilize various instruction methods to include: didactic lectures, large and small group discussions, guest speakers, practice exercises, case study analyses, and logic models.

3. Instructors will teach and reinforce application of the EBP process as it relates to program evaluation through sharing their professional experiences, directing students to EBP resources relevant to evaluation, encouraging students to seek evidence supported answers to questions, and evaluating students’ skills in this area.

4. While assignment structure may vary by instructor, assignments will build upon each other throughout the semester to create one primary product: a comprehensive program evaluation report. Instructors will support student application of knowledge and skills through reading and giving critical feedback on multiple drafts of various components of the report.

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.
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), a University-wide resource which 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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.

V. 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 (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; 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, jwkennedy@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) 935-8761 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 shs.wustl.edu/MentalHealth

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

VI. **READINGS**

**Required**

**Recommended Resources**

Copies of these texts are on reserve in the Social Work library.

Readings outside of these texts are listed within the syllabus, and as relevant, additional readings may be assigned over the course of the semester.
VII. ORGANIZATION OF THE COURSE

The course is an applied evaluation course. It contains both core content/individual learning opportunities, as well as group learning opportunities. We will cover content through readings, internet and other electronic resources, peer-review feedback exercises, individual and group exercises, presentations, and discussions designed to stimulate an appreciation for the importance of research in your professional social work development.

An adult-learner model is the basis of the course. **Active participation and full preparation by each student for each class is expected.** Regular and on time attendance, peer review, timely submission of assignments, and discussions of research as current event topics relevant to evaluation also count toward active participation.

Most class sessions will follow this sequence and allocation of time:
- Discussion of projects and logistics (15 minutes)
- Lecture and discussion (30-45 minutes)
- Break (5 minutes)
- Exercises, guest speakers, or continued lecture (30-45 minutes)

VIII. ROLE OF FACULTY AND STUDENTS

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 teaching assistant. The instructor is available during office hours and 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 planning and design as well as methods development and implementation. The co-instructor will work with students by appointment and 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.
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.

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

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training Completion Report Date</td>
<td>C4</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Organizational Assessment</td>
<td>C1, C2, C6, C7</td>
<td>Skills</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>C1, C2, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Draft Instrument</td>
<td>C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Background, Design, Methods</td>
<td>C1, C2, C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Analysis and Results</td>
<td>C1, C2, C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Presentation</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Final Evaluation Report</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Values</td>
</tr>
<tr>
<td>Ongoing Class Participation</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
</tbody>
</table>
ASSIGNMENTS AND GRADING CRITERIA

The assignments build upon one another and are intended to demonstrate the students’ progressive understanding of the purposes, methods, and processes of evaluation. The assignments are also designed to lead toward the final evaluation project, reducing the written work load at the end of the semester. Students are expected to complete assignments by the indicated times and dates. The assignments are directly related to the timely completion of all phases of the evaluation project. As such, assignments cannot be missed or delayed at the expense of progression to the next phase. Some assignment details and due dates may change as the semester unfolds.

Any late assignments will be assessed a 10% penalty (total, not per day).

The following is a summary of the course assignments. A table of assignments and due dates is provided in Section XI of this syllabus. All assignments should be submitted via Blackboard by the designated date and time. Assignments should be consolidated into as few files as possible and uploaded using the following file name format: Last Name First Name – Assignment Name.

For detailed instructions and grading criteria, see the instructions and rubric for each assignment on Blackboard. All assignments will be graded according to their completeness – the degree to which students address each of the required components outlined in the instructions – as well as according to the degree to which students demonstrate an understanding of and appropriate use of evaluation concepts, tools, and processes.

1. CITI Human Subjects Training (5)

   Please email the co-instructors (sbuek@insightsintoimpact.com and spark30@wustl.edu) a screenshot of your CITI Human Subjects online training completion report. Instructions on how to do so are found here: http://hrpo.wustl.edu/wp-content/uploads/2015/05/Printing_Your_CITI_Certificate.pdf

   Research ethics is a critical component of evaluation research. Currently Washington University Human Subjects Committee does not review projects that are solely for the purpose of evaluation. However, students are held to the same human subjects standards. If you have not done so as a part of the Research Methods course or through employment at Washington University, you need to complete the online human subjects training course – CITI training. This training is available at https://hrpo.wustl.edu/education/human-subjects-education/

2. Organizational Assessment (10)

   The Organizational Assessment requires students to collect important information on the context surrounding the program being evaluated. Students describe the program and the readiness for evaluation, identify key stakeholders in the evaluation, and generate potential evaluation questions. The information is summarized in a brief written assignment.
3. **Evaluation Plan and Logic Model (10)**
   The Evaluation Plan helps students focus and design a useful and feasible evaluation project. Students state the purpose of the evaluation and propose primary evaluation questions based on the program description and logic model. Students outline a data collection plan including types and sources of information needed to address evaluation questions. In addition, a plan for dissemination of project findings will be developed with stakeholders.

4. **Data Collection Plan & Tools (10)**
   Regardless of the purpose of the evaluation or the design of the evaluation project, data have been or must be collected to answer the evaluation questions, and an instrument or guide ensures that the data gathered is organized and aligned with the evaluation’s purpose. For students using existing data, that data was likely gathered using an instrument such as an intake or assessment form, outcomes measurement tool, or survey, for example. For students collecting new data, you will be charged with selecting or creating an instrument such as an interview or focus group guide, survey, or observation checklist, for example.

   The purpose of this assignment is to describe the tool(s) that have been or will be used to gather the data for this evaluation.

5. **Project Design and Methods Paper (10)**
   This paper builds upon those prior and provides additional detail regarding:
   1) the evaluation design and data collection methods.
   2) the sampling technique (what/who, how many, why, and how obtained).
   3) The tools used.

6. **Analysis and Results (10)**
   The aim of this assignment is to provide students with the opportunity to describe their analysis and results using text and graphics and receive timely feedback prior to the comprehensive evaluation paper. Students will use the class handouts and readings as examples for how to write up analysis and results section.

7. **Presentations**
   This assignment is your opportunity to be creative in how you communicate the findings of your evaluation. You will present your findings to peers. You need to communicate your evaluation study succinctly and in terms the average person could understand. You should use some type of presentation format (whether it be handouts, brochures, PowerPoint) that you would expect to see in a professional setting. Despite the format you use, it must convey the information provided in your oral presentation. Your oral presentation must be 10 minutes in length and generate discussion. Your print and oral presentation must give the review board information about the following:
1) The “State of Things” in your agency
2) Why your evaluation is important
3) Who was involved in the evaluation (stakeholders and research participants).
4) What you sought to find out (your research question).
5) How you found out the answers to the research question.
6) What you did find out.
7) Related practice, funding, policy implications for the review board to consider.

Your peers will be allowed 5 minutes to ask you questions about your evaluation study at the end of the presentation. The total allotted presentation time is 15 minutes.

8. **Comprehensive Evaluation Paper (40)**
The final paper will include the revised content of previous papers, incorporating feedback from the instructors, and the final operationalization of evaluation questions, the final evaluation design, and data collection procedures. The final paper will also include some new content. The paper should be approximately 10 single spaced pages, excluding the Appendix and References. Papers should not exceed 12 pages. Margins must be 1 inch with 12-point Times New Roman Font. Major section headings include:

   1) Executive Summary
   2) Background
   3) Project Objectives
   4) Data Collection Plan
   5) Results
   6) Implications and Recommendations
   7) Project Reflection
   8) References
   9) Appendix

9. **Participation Grade (5)**
All students are expected to be adult learners, actively contributing to class discussions and learning by classmates as well as the instructor and teaching assistant. Students’ class participation will be judged by the following criteria: sharing of appropriate content; listening actively; being respectful in comments and action; reading and integrating weekly readings; and provoking assessment of the issues and methods of program evaluation. Readings are due on the day of the class session on which they are assigned. Each student will be rated at the end of the semester by the instructors.

There are a total of 100 possible points in this course. Grades will be assigned based on performance in the following tasks.
Letter Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td>&quot;outstanding and exceeds the expected level of performance for graduate study.&quot;</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 95.9</td>
<td>&quot;A-&quot; is given for exceeding expectations, not merely for meeting baseline expectations.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 91.9</td>
<td>&quot;B+&quot; is given for exceeding expectations, not merely for meeting baseline expectations.</td>
</tr>
<tr>
<td>B</td>
<td>84 – 87.9</td>
<td>&quot;B&quot; is given for exceeding expectations, not merely for meeting baseline expectations.</td>
</tr>
<tr>
<td>C</td>
<td>80 - 83.9</td>
<td>&quot;C&quot; is given for meeting baseline expectations.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
<td>&quot;C+&quot; is given for exceeding expectations, not merely for meeting baseline expectations.</td>
</tr>
<tr>
<td>C-</td>
<td>73-76.9</td>
<td>&quot;C-&quot; is given for meeting baseline expectations.</td>
</tr>
<tr>
<td>D</td>
<td>70 – 72.9</td>
<td>&quot;D&quot; is given for meeting baseline expectations.</td>
</tr>
<tr>
<td>F</td>
<td>Below 64.9</td>
<td>&quot;F&quot; is given for failing to meet baseline expectations.</td>
</tr>
</tbody>
</table>

Please be sure to review the section of your student handbook titled “Grading System.”

Understand that a grade of “A” is only given for work that is “outstanding and exceeds the expected level of performance for graduate study.”

Your expectations about the grade you receive should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives (an “A” is given for exceeding expectations, not merely for meeting baseline expectations), (3) the quality of your writing (to include grammar and spelling, organization, and clarity) and class participation, (4) your ability to demonstrate critical thinking and to make connections between class content and your career objectives in social work, and (5) how your work compares to the work of other students.

Policy on late assignments: As professionals, it is important to plan wisely, manage your time, engage field instructor and other key stakeholders, and build in time for unexpected delays. As such it is expected that all assignments are turned in on time. Except under extremely unusual circumstances, papers must be turned in at the due time on the due date. Class activities and assignments preceding the final evaluation report are designed to facilitate completion of the graded assignment. You are strongly advised to turn in these assignments on time. Late assignments will receive a 10% penalty upon grading. Assignments cannot be missed. Timely feedback cannot be guaranteed for late assignments.

Requests to reconsider a grade: If you feel that a paper or other work you submitted was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, prepare a written statement (one or two paragraphs) explaining what you believe to be erroneous about the grade. While we are decidedly unreceptive to being asked to review work simply because a poor grade was received, we truly appreciate the opportunity to correct a mistake. Please recognize that a new grade could be lower or higher than the original grade.
XI. COURSE OUTLINE

This schedule is subject to change depending on how we as a class progress through the material.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Assigned Reading</th>
<th>Assignments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>No class</td>
<td>CITI Training Report</td>
</tr>
</tbody>
</table>
| 2    | 1/23  | **Topics:** Course overview and conceptualization of evaluation, definition of evaluation vs. performance management, evaluation types  

**Required Reading:**


**In-Class Activity:** introductions, syllabus review

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>DUE VIA BLACKBOARD BY 3PM: Organizational Assessment</th>
</tr>
</thead>
</table>
| 3        | 1/30  | **Topics:** Evaluation and planning, getting ready, stakeholders  

**Required Reading:**

| 4        | 2/6   | **Topics:** Focusing evaluation: Program theory and logic models, Outputs vs. Outcomes, Indicators  

**Required Reading:**


Innovation Network: Logic Model Workbook. Retrieved from:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/13</td>
<td><strong>In-Class Activity</strong></td>
<td>Logic Models, Outcomes, and Indicators practice</td>
</tr>
<tr>
<td>2/20</td>
<td><strong>In-Class Activity</strong></td>
<td>Building &amp; critiquing evaluation questions</td>
</tr>
<tr>
<td>2/27</td>
<td><strong>Topics:</strong> <strong>Evaluation Design</strong></td>
<td>Focusing the evaluation: Evaluation purpose, questions, and conceptualization</td>
</tr>
<tr>
<td></td>
<td><strong>In-Class Activity:</strong></td>
<td>Project work &amp; individual consultations</td>
</tr>
<tr>
<td>3/6</td>
<td><strong>Topics:</strong> <strong>Measurement, Sampling, and Generalizability:</strong></td>
<td>reliability, validity, survey design</td>
</tr>
<tr>
<td></td>
<td><strong>In-Class Activity:</strong></td>
<td>Survey Design</td>
</tr>
<tr>
<td>3/20</td>
<td><strong>Topics:</strong> <strong>Qualitative Data &amp; Mixed Methods</strong></td>
<td>Guest Lecture TBD</td>
</tr>
<tr>
<td></td>
<td><strong>Due via Blackboard by 3PM:</strong></td>
<td>Data Collection Plan &amp; Tools</td>
</tr>
</tbody>
</table>

### Week 10 (3/27)
**Topics:** Data Management, Analysis, and Interpretation

**Required Reading:**

**Due via Blackboard by 3PM:** Background, Design, Methods

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### Week 12 (4/10)
**Topics:** Dissemination and communication of evaluation findings effectively

**Required Reading:**

**Due via Blackboard by 3PM:** Analysis and results

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### Week 13 (4/17)
**Topics:** Evaluating the evaluation


**In-Class Activity:** Project Work

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### Week 14 (4/24)
**Topics:** Presentations

**Due via Blackboard by 3PM:**

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### Week 15 (5/1)
**Topics:** FINALS WEEK

**Due via Blackboard by 3PM:** Paper

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### Additional/Optional Resources

#### Week 3
[**Source for Program Description and Evaluation Plan assignments**](#)
|---|---|