

SOC W 606 – Program and Practice Evaluation in Social Work

Fall 2024

KMBL-102

Professor: Bro. Hoffman

Office Location: JFSB 2167

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Course Purpose

Students will become agents of change by learning how to evaluate programs and practice. Students will learn how to work with agencies to transform mission and purpose statements into clear, measurable goals. They will practice selecting appropriate evaluation approaches to meet client needs. Students will understand how to interpret program evaluation data and make appropriate recommendations.

Learning Outcomes

CSWE 2015 Competency 4

Students will be able to engage in practice-informed research and research-informed practice.

CSWE 2015 Competency 7

Students will be able to assess individuals, families, groups, organizations, and communities.

CSWE 2015 Competency 9

Students will be able to evaluate practice with individuals, families, groups, organizations, and communities.

Assessment of Competence

The following points outline how *Competency 4* will be assessed in this course, including the corresponding dimensions (*knowledge, values, skills, and processes*) necessary for learning and developing competence (see assignment descriptions for further details):

- The Evaluation Plan & Logic model assignment requires students to understand (*knowledge*) the common connection between themselves and the agency they are working with (*values*) and collaborate with fellow group members and organizational leaders in selecting an appropriate evaluation plan (*processes*).
- The Group Presentation requires students to negotiate the challenges of accurately reporting evaluation findings, succinctly and clearly speak to a non-research audience, and make practical research-informed solutions for their agencies (*skills and processes*).
- These assignments help students understand how to conduct program evaluations with individuals, families, groups, organizations, and communities.

In order to be considered proficient for competency 4, students must receive an 80% or better on the Evaluation Plan & Logic Model or Group Presentation. If a student is not proficient in this competency, he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following points outline how Competency 7 will be assessed in this course, including the corresponding dimensions (**knowledge and skills**) necessary for learning and developing competence (see assignment descriptions for further details):

- The Organizational Assessment assignment requires students to have a basic understanding of assessment (**knowledge**) and the ability to effectively form a partnership and work with community partners (**skills**).
- The Instruments assignment requires students to have the necessary **knowledge** and **skills** to research, understand, and assess the quality of instruments needed for assessing individuals, families, groups, organizations, and communities.
- These assignments help students understand how to conduct program evaluations with individuals, families, groups, organizations, and communities.

In order to be considered proficient for competency 7, students must receive an 80% or better on the Organizational Assessment or Instruments assignment. If a student is not proficient in this competency, he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following points outline how Competency 9 will be assessed in this course, including the corresponding dimensions (**knowledge, values, skills, and processes**) necessary for learning and developing competence (see assignment descriptions for further details):

- The Project Design and Methods assignment requires students to have suitable research methods, statistics, and program evaluation **knowledge** and **skills** in order to outline an appropriate methodological and analytical evaluation plan.
- The Analysis and Results assignment requires students to work together to determine the most appropriate and valuable evaluation information to share with an agency (**processes**). This will require them to have an understanding of their personal values, the values of the agency, and the overarching aims of their evaluation (**values**).
- These assignments help students understand how to conduct program evaluations with individuals, families, groups, organizations, and communities.

In order to be considered proficient for competency 9, students must receive an 80% or better on the Project Design and Methods or Analysis and Results assignment. If a student is not proficient in this competency, he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

Link between BYU AIMS and Learning Outcomes

Intellectually Enlarging (competence)

Competency 4. Engage in Practice-Informed Research and Research-Informed Practice

Competency 7. Assess individuals, Families, Groups, Organizations, and Communities

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Class Policies

1. Demonstrate charity towards others (including the instructor!) at all times.
2. After your first absence each additional absence will result in a 5% reduction in your overall course grade. Exceptions to this policy are rare.
3. After your first tardy each additional tardy will result in a 1% reduction in your overall course grade. Exceptions to this policy are rare.
4. Assignments (not quizzes or tests) can be turned in up to 24 hours past their due date, but you will only be eligible to receive a maximum of 50% of the total possible points (e.g., maximum of 10 points if the assignment is worth 20). Exceptions must be requested well in advance and approved in writing (i.e., email) by the professor or TA.
5. Unless the syllabus says otherwise, all assignments should be considered individual assignments. Working together with other students to complete assignments is not permitted because it robs you of the experience you need to master the material. Plagiarism or collaborating with other students could be considered academic dishonesty, and may be dealt with by the instructor, school, college, and university as such.
6. Academic Honesty means students do their own work. This also means their instructors will evaluate that work. Work derived from generative artificial intelligence (AI) resources is not considered the students' original work. Honesty must extend to all forms of coursework. The use of advanced language models such as ChatGPT and other A.I. software is not permitted in this course. The purposes of this class go far beyond producing a well-written, publishable paper, and the assistance of A.I. reduces the likelihood that students will learn advanced writing, critical thinking, and problem-solving skills. If a student is suspected of plagiarism or using A.I. assistance on any assignment, the professor will take the necessary steps to see if dishonest conduct has occurred, which may include asking to meet with the student and giving them an informal verbal assessment. If the use of A.I. on any assignment, quiz, or test has occurred, the student will be dismissed from class and receive a 0% final grade.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "*We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus*" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost.

for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

- Intentional Plagiarism - Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.
- Inadvertent Plagiarism - Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.
- Direct Plagiarism - The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism - The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement- The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

FHSS Diversity and Inclusion

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement, the BYU honor code, and principles of Christian discipleship (President Russell M. Nelson, News Release, 2020, <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>). It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God" (Elder Holland, "A Perfect Brightness of Hope", April, 2020). This includes embracing one another compassionately and "eliminat[ing] any prejudice, including racism, sexism, and nationalism" (Elder M. Russell Ballard, "The Trek Continues", Oct, 2017)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God", Sep, 2019). It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation" (President Russell M. Nelson, "The Love and Laws of God", Sept, 2019). To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

Materials

Required:

Grinnell, R. M., Gabor, P. A., & Unrau, Y. A. (2019). *Program evaluation for social workers: Foundations of evidence-based programs* (8th ed.). New York: Oxford University Press.

**NOTE: An unlimited copy of the 8th edition is available for free online through the BYU Library. If you prefer a hard copy, the 6th and 7th edition may be less expensive and are also fine to use in this class.*

Graded Assignments

CITI Training Certificate:	Weighted as 1% of final grade.
Discussion with Supervisor:	Weighted as 1% of final grade.
Organizational Assessment:	Weighted as 5% of final grade.
Evaluation Plans and Logic Model:	Weighted as 5% of final grade.
Project Design and Method:	Weighted as 5% of final grade.
Instruments:	Weighted as 5% of final grade.
Analysis and Results:	Weighted as 5% of final grade.
Individual Presentation:	Weighted as 10% of final grade.
Program Evaluation Presentation:	Weighted as 20% of final grade.
Program Evaluation Report:	Weighted as 20% of final grade.
Quizzes:	Weighted as 15% of final grade.
Peer Evaluation:	Weighted as 8% of final grade.

Grading

95% = A	88% = B+	80% = B-	74% = C	68% = D+	60% = D-
90% = A-	84% = B	78% = C+	70% = C-	64% = D	0% = F

Class Schedule

The professor may change the class schedule as personal, professional, or class-specific circumstances arise.

Date	Due	Class Activities / Discussion	Homework for Next Week
D1: 9/5		Overview of class	<i>Discussion with Supervisor</i> <i>CITI Training</i> <i>Recommended:</i> Read G.G.U. chapter 1
D2: 9/12	<i>Discussion with Supervisor</i> <i>CITI Training</i>	Practice quiz: Sampling Types of Evaluation	<i>Recommended:</i> Read G.G.U. “Four Types of Evaluation” within chapter 2
D3: 9/19		Quiz: Sampling Practice Quiz: Measures	<i>Organizational Assessments</i> <i>Recommended:</i> Read G.G.U. chapter 6
D4: 9/26	<i>Organizational Assessment</i>	Quiz: Measures Practice quiz: Study design <i>Organizational Assessment Presentations</i>	<i>Evaluation Plans & Logic Models</i> <i>Recommended:</i> Read G.G.U. chapter 8
D5: 10/3	<i>Evaluation Plans & Logic Models</i>	Quiz: Study design Practice quiz: Data cleaning <i>Evaluation Plans & Logic Models Presentations</i>	Start <i>Project Design and Methods</i> <i>Recommended:</i> Read G.G.U. chapter 7
D6: 10/10		Data cleaning review. Roundtable discussion and check-in. Adapting surveys and writing test questions.	<i>Complete Project Design and Methods</i> <i>Recommended:</i> Read G.G.U. chapter 7
D7: 10/17	<i>Project Design and Methods</i>	Quiz: Data cleaning Practice quiz: General stats, chi-square, t-tests, and ANOVA. <i>Project Design and Methods Presentations</i>	<i>Instruments</i> <i>Recommended:</i> Read G.G.U. Chapters 15
D8: 10/24		Flex week - work on group projects <u>outside of class</u> .	
D9: 10/31	<i>Instruments</i>	Quiz: General stats, chi-square, t-tests, and ANOVA. Practice quiz: Regression <i>Instruments presentations</i>	Start <i>Analysis and Results</i>
D10: 11/7		Analysis and Results Consulting	Complete <i>Analysis and Results</i>

D11: 11/14	<i>Analysis and Results</i>	Single Subject Design. <i>Analysis and Results Presentations</i> Timeline projections.	Prepare <i>Program Evaluation Presentation</i>
D12: 11/21		Final Consultations <i>Analysis and Results Presentations</i>	Prepare <i>Program Evaluation Presentation</i>
D13: 11/28		<i>No Class – Thanksgiving!</i>	
D14: 12/5		<i>Program Evaluation Presentations</i>	
D15: 12/12	<i>Program Evaluation Report</i> <i>Peer Evaluations</i>		

ASSIGNMENTS

CITI Training Certificate and Data Use Agreement

Completion of CITI training ensures that students are aware of ethical research standards. This training is available at <https://irb.byu.edu/citi-training>. If you have not taken the training before, you should select the Social and Behavioral Research Best Practices module. If your certificate has expired, CITI will require you to take a booster session. Students need to upload a copy of their CITI Human Subjects online training to Learning Suite.

Discussion with Supervisor

Speak with your internship supervisor and complete the Discussion with Supervisor form.

Quizzes

Quizzes help refresh students about research method and statistical concepts they learned last year. A practice quiz for each topic will be given prior to the quiz (see course schedule). Limited time will be spent as a class preparing for these quizzes as they are all reviews of past course material.

Organizational Assessment Evaluation Plan and Logic Model Project Design and Method Instruments Analysis and Results

These assignments will help prepare you for your final report, but your final report will not be a compilation of these assignments. To complete the assignments, follow the instructions provided for each assignment on Learning Suite.

Individual Presentations

Each member of your group will present one of the assignments that will help prepare you for your final report (i.e., Organizational Assessment, Evaluation Plan and Logic Model, Project Design and Method, Instruments, and Analysis and Results). This assignment is primarily a way to give students experience sharing research information to a non-research audience. The professor will ask questions to the presenter, who will be expected to answer the questions clearly and concisely.

Community Evaluation Group Presentation

All group members will present their evaluation project to the class. Building off their individual presentation experiences, this presentation should be delivered as if to a non-research group of stakeholders. The professor and fellow students will ask questions to the presenters, who will be expected to answer the questions clearly and concisely.

Community Evaluation Report

The final report (submitted by just one student via L.S.) is a simple, clear, accessible report summarizing the program evaluation for a non-research audience (although there will be information in the appendix aimed at a research audience). This report should be given to the agency for which you provided an evaluation, but not until it has been graded and feedback has been provided by the professor.

Peer Evaluation

This is an opportunity for students to grade the contribution of their group members. The *Peer Evaluation Form* should be filled out by each student in the class and submitted individually.