**Course Syllabus
Evaluation Research and Grantsmanship**

Contact Information:

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Course Outline of Record

Course Title: Evaluation Research and Grantsmanship
Course Number: SOC SWK 377-R7
Semester/Year: Spring 2019
Prerequisites: SOC SWK 375
Credit Hours: 3

Class Time: Thursdays, 6:30pm – 9:20pm
Class Face to Face Meeting Dates: 1/17, 1/31, 2/14, 2/28, 3/21, 4/4, 4/18
Pre-assignment: See page 6

Course Description: This course covers applications of basic research methods and data collection learned in Social Research I to the evaluation of existing programs in social agencies, and the task and skills of proposal/grant writing to develop or enhance programs and services. Students will learn how to locate grant sources, understand the specifics of a variety of Request for Proposals, integrate program evaluation into grant proposals, practice writing grant proposals, and understand the importance of meeting grant requirements once awarded. This course is designed to prepare students in the basic principles of evaluation research. Students will learn the major approaches of evaluation (i.e. needs assessment, process, outcomes, and continuous quality improvement).

Major Course Objectives:
Mount St. Joseph University learning outcomes and performance indicators associated with this course are provided in the table below in the right-hand column.

Graduates of the Social Work Program are expected to demonstrate the integration and application of the CSWE 2008 EPAS ten core competencies. Listed below (left column) are the

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course objectives that are associated with some of these core competencies and their associated practice behaviors.

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes associated with these selected core competences/practice behaviors. Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist social work students in developing the social work core competencies.

At the end of this course, students will be able to:

LEARNING OBJECTIVES	MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS	ASSIGNMENT
1. Distinguish between self/professional and other individual assessments and program evaluation and to further learn their respective uses (C2.1.3, PB #2; C2.1.10d, PB#1)	Interdisciplinary: Create a solution to a problem by integrating the perspectives of multiple disciplines	Reflection papers. Assignment
2. Learn and practice some of the stages of program evaluation: needs assessment, formative evaluation, program monitoring, outcome/summative evaluation – and their place in grants. (C2.1.3, PB #1, C2.1.6, PB #2)	Critical Thinking: Utilize data to evaluate a problem or question	Drafts and Final Draft Proposal.
3. Demonstrate awareness of values and ethics of the social work profession. (C2.1.2, PB #1)	LO/Ethic, PI: 1, 2	Final Draft Proposal
4. Apply grant-writing skills (C2.1.10c, PB #1	Communication: Write using language appropriate to the audience. Construct a message that is relevant to its purpose	Drafts and Final Draft Proposal.
5. Apply the steps of "marketing" a grant proposal. (C2.1.10c, PB #1)	Communication	Final Draft Proposal Classroom discussions

Grading Scale:

A (89.5% - 100%)

B (79.5% - 89%)

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C (69.5% - 79%)

D (59.5% - 69%)

F   (below 59.5%)

If you are a social work major, you must receive a grade of "C" or better in this course in order for it to count as meeting the requirement for the major.

Required Texts:
Royse, David, Thyer, Bruce, & Padgett, Deborah (2016). Program Evaluation: An Introduction 6th edition.

O'Neal-McElrath (2013). Winning Grants Step by Step 4th edition.

Consumable Materials: pens/pencil; ability to take notes (i.e. paper or laptop); ability to access Blackboard.

Academic Honesty Policy:
To access the university's academic honesty policy, click on the link listed below.
http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/

Cheating on any course work is unacceptable behavior and results in some form of disciplinary action. Plagiarism likewise is unacceptable. Plagiarism is using others' ideas without clearly acknowledging the source of that information. So, to avoid plagiarism, one must give credit whenever one uses another person's ideas, opinions, or theory; any facts, statistics, graphs that are not common knowledge; quotations of another person's actual spoken or written words; or any paraphrase of another person's spoken or written words.

Temporary Illness Policy:
To access the university's temporary illness policy, click on the link listed below.
https://mymount.msj.edu/ICS/icsfs/Temporary_Illness_Injury_Pregnancy_Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4

Disability Policy:
In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, Meghann.Littrell@msj.edu , Learning Center, Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at http://www.msj.edu/academics/disability-services/.

Learning Outcomes and Performance Indicators:

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To access the university's learning outcomes and performance indicators, click on the link listed below.
http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/

Withdrawing From Class:
The decision to withdraw from a class is significant and may influence a student's academic status and/or financial aid award. *All students are encouraged to speak to their instructor and their academic advisor if they are considering withdrawing from a course*. The instructor can help decide which course of action is best and direct the student through the appropriate channels.

Any student wishing to drop a class must fill out and submit a drop/add form. To access the university's withdraw/drop policy, click on the link listed below.
https://mymount.msj.edu/ICS/icsfs/S119_PP_REV_4-17-18.pdf?target=c6556b4e-7ae1-4bee-a80b-05876fe84e36

For seven week classes –
Weeks 1-3 meeting day:	No record of dropped class if dropped before the meeting day of 3rd week ("W" grade begins the meeting day in week 3)
Weeks 4-5 meeting day:	Grade of "W" for dropped class (Grade of "W" ends the meeting day of 5th week)
Weeks 6-7 meeting day:	No drops accepted the day after the 5th meeting day

Policy on Incompletes:
If you cannot complete the work for this semester **and** we have discussed this **and** I have approved your request for an Incomplete grade, you must follow the policy designated by the University and complete the appropriate paperwork. Please see the following MSJU undergraduate catalogue link for specific details:
http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/grades/

COURSE POLICIES & PROCEDURES

Course Format:

The class will be structured primarily using lecture with use of PowerPoint presentations, question/answer, small group activities, and class exercises. Assessment will occur via the preassignment, homework assignments, final written proposal, and class attendance points.

Grades:
All grades will be maintained in Blackboard's online grade book. Students are responsible for tracking their progress by referring to the online grade book. Students can generally expect to receive grades and feedback within seven days of the assignment due date. If exceptions occur, the instructor may notify students of changes to this expectation.

Due Dates & Deadlines:

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The Syllabus and Course Calendar are two important tools to help students understand the course, student and instructor expectations, and deadlines. Both documents can be found under the "Start Here" button in the course within Blackboard.

Students are required to submit work on time for a chance to receive credit. Deadlines for each week/assignment are summarized on the course calendar. Students should check the calendar frequently for deadlines and to be aware of what to expect next. Deadlines are listed in Eastern Time and are subject to change.

Students are responsible for timely assignment submission. Should a computer system or network go down, students must still turn in work in a timely manner. Don't wait until the last minute. Plan ahead by seeking alternative means for submitting work before it is due. Local libraries and all Ivy Tech Community College campuses can serve as alternative resources. Contact the closest/most convenient campus or other public lab for schedules and Internet availability. Not having access to the required software on a home or work computer is **not** a legitimate excuse for turning in homework late.

Make-Up Policy:
Late assignments will not be accepted and will be assigned a grade of "0" unless a student has received prior approval from the professor. If a student has a problem or scheduling conflict that prevents the student from submitting an assignment on time, the student should contact the professor immediately. The professor will determine if the seriousness of the problem warrants an extension on the assignment. Unless absolutely unavoidable, students need to contact their instructor ***before*** missing the deadline – not after. Instructors have the right to decline accepting work for any credit after a deadline passes with a few specific exceptions, including but not limited to:

- If there is an outage of the Blackboard system that is verified by central system administrators, instructors will provide an extension for students to submit work at no penalty.

- If the student has documentation of serious illness or death of a family member, instructors will work with the student to determine an alternate deadline.

Method of Instructional Delivery:
This course will be focused on group discussions and activities that incorporate PowerPoint lectures, supplemental readings, evaluation briefs and review of current events. Guest speakers and community site visits may occur. Students are expected to engage in class discussions. Students are expected to ask questions, share experiences, and actively participate in class discussions.

It takes a great deal of discipline, self-motivation, and effective time management skills to successfully complete an accelerated course. Many students find it helpful to set aside specific times each week to work on course assignments.

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Methods of Evaluation:
Students will be evaluated, for a final grade, using the following matrix.

Activity	Points	Brief Description
Preassignment	50	Complete preassignment prior to our first class
Reflection Papers (7)	70	One page summary reflecting course work
Funder Participation	50	Develop an RFP as a class
Draft 1	75	Draft of Intro/Org Background/ Problem/Needs
Draft 2	75	Draft w/addition of Logic Model/Theory of Change
Funder Participation	50	Grant review as a class
Draft 3	75	Draft w/addition of Goals, Objectives, Plan
Draft 4	75	Draft w/addition of Evaluation Section
Draft 5	75	Draft w/addition of budget
Assignment	55	1-2 page summary of evaluation briefs/reports
Final proposal	250	Final draft of full grant proposal
Attendance/Participation	100	Students will participate in class activities
Total Points	**1000**	

Class Activities and Assignments:

I.   Preassignment: due 1/17/18
Complete the following activities prior to our first class session on 1/17/18.
1. Read the textbook introduction and chapters 1 through 3 and be prepared to discuss the following topic areas:
   a. The importance of ethics in research
   b. Evidence Based Practices
   c. Needs assessments
2. Review the following local needs assessments and be prepared to discuss
   a. "Statement of Need" posted on Blackboard
   b. http://healthcollab.org/wp-content/uploads/2016/02/Cincinnati-CHNA-Report-2016-FINAL.pdf   Review pages 9-46 and then the regional summary for your home or professional county within pages 81-152.
3. Locate a non-profit agency that will be willing to work with you by providing information in preparing a grant proposal throughout this course. If you are in your field placement, that agency would be ideal. Discuss possible needs of the agency for which you could use in preparing a grant proposal. Gather other information about the agency and prepare a one-page summary to submit on the first day of class that contains the following:
   a. Agency name
   b. Agency mission/vision
   c. Agency contact with which you are working and their title
   d. Agency purpose, services, programs
   e. Agency service area

II.   Reflection Papers (7) due 1/31, 2/14, 2/28, 3/21, 4/4, 4/18, 5/2
Students are to submit reflection papers, no more than one page in length, six times throughout the course. The reflection papers are intended to be the student's summary and perspectives of the course work

III.   Funder Participation during 1/31 and 2/28 classes
As a class, students will prepare a mock Request for Proposals. Students will draft the RFP and reporting requirements for "grantees". As a class, students will review provided grant

applications for review. As a class, students will develop a scoring rubric, review applications and determine, as a group, the "winning proposals".

IV.   Drafts 1-5 (due 1/31, 2/14, 2/28, 3/21, 4/4) and Final Proposal due 5/2
Students will submit components of their grant proposal weekly and incorporate feedback in order to submit a final proposal.

V.   Assignment (due 4/18)
Students will review a variety of provided evaluation briefs and reports. Students will submit a 1-2 page summary of the reading material reflecting upon the intended audience of each document and its effectiveness in improving programming and/or impacting change.

VI.   Class Participation and Attendance
It is imperative you attend class and participate in the in class activities. In class activities will assist in your professional development. If you miss more than two class sessions, your grade will be deducted one letter grade for each class session missed.

APA Documentation:
All work must be submitted in APA format. This includes citing your sources! If you do not cite, this is considered plagiarism. If you need assistance with APA formatting, please review the For example, do not cut/paste from the web in your discussion posts. If you need assistance with APA formatting, I encourage you to review Purdue Owl APA website:
https://owl.english.purdue.edu/owl/resource/560/01/
Papers must include:
1. 12-point font, Times New Roman, double spacing, 1 inch margins, page numbers
2. Reference page, and don't forget in text citations.

COURSE CALENDAR

Class Sessions	Topics	Required Reading	Assignments Due
Preassignment	Review Syllabus Service Learning opportunities for social work	Chapters 1 -3 in Royce and additional pre-assignment readings	
1/17/19 **Face to face**	Review Syllabus Course overview. Types of Grants. Ethical considerations. Needs Assessments. Grant components	Read chapters 1-3, Royce	Preassignment due 1/17/19 Funder class activity
1/31/19 **Face to face**	Types of Program Evaluation. Logic Models and Theories of Change. Timetable for preparing a grant.	Read chapters 4 and 5, Royce	Draft 1 due Reflection Paper due
2/14/19 **Face to face**	Goals, Objectives and Activities.	Chapter 6 and 9, Royce	Draft 2 due Reflection paper due

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2/28/19 **Face to face**	Reviewing grant applications. Types of Evaluation. Sharing evaluation results. Guest speaker.		Funder class activity Reflection paper due
3/21/19 **Face to Face**	Evaluation Plan development. Outcomes vs. Outputs.	Chapter 11, Royce	Draft 3 due Reflection paper due Assignment due
4/4/19 **Face to Face**	Developing a budget and the understanding financial requirements	Chapter 10, Royce	Draft 4 due Reflection paper due
4/18/19 **Face to Face**	Grant reporting. Supporting Documentation.	Review assigned evaluation briefs and evaluation reports.	Draft 5 due Reflection paper due
5/2/19	Finals Week		Final Draft Proposal due Reflection paper due

*The instructor has the right to revise this syllabus at any time.

Bibliography (selected readings)

Blum, L. (1993). *The complete guide to getting a grant.* New York: Poseidon Press.

Brown, L.G., & Brown, M. (2001). *Demystifying grant seeking: What you really need to do to get grants.* San Francisco: Jossey-Bass.

Browning, B.A. (2001). *Grant writing for dummies.* New York: Wiley & Sons.

Dziegielewski, S.F. (1991). Social group work with the family members of elderly nursing home residents with dementia: a controlled evaluation. *Research on Social Work Practice,* 1(4), 358-370.

Geever, J.C. (1993). *The foundation center's guide to proposal writing.* New York: The Foundation Center.

Grobman, G.M. (2004). *An introduction to the nonprofit sector: A practical approach for the twenty-first century.* Harrisburg, PA: White Hat Communications.

Martin, L.L., & Kettner, P.M. (1996). *Measuring the performance of human service programs.* Thousand Oaks, CA: Sage Publications.

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Patton, M.Q. (1987). *How to use qualitative methods in evaluation.* Thousand Oaks, CA: Sage Publications.

Rife, J.C., & Belcher, J.R. (1994). Assisting unemployed older workers to become reemployed: an experimental evaluation. *Research on Social Work Practice,* 4(1), 3-13.

Rossi, P.H., & Freeman, H.E. (1987). *Evaluation: A systematic approach.* Thousand Oaks, CA: Sage Publications.

Evaluation studies of client and staff satisfaction:

Arches, J. (1991). Social structure, burnout, and job satisfaction. *Social Work*, 36(3), 202-206.

Baker, L., Zucker, P., & Gross, M. (1998). Using client satisfaction surveys to evaluate and improve services in locked and unlocked adult inpatient facilities. *Journal of Behavioral Health Services and Research*, 25(1), 51-68.

Dansky, K., & Colbert, C. (1996). Developing and using a patient satisfaction survey: A case study. *Journal of American Health*, 45(2), 83-94.

Peak, T., & Sinclair, S. (2002). Using customer satisfaction surveys to improve quality of care in nursing homes. *Health and Social Work,* 27, 75-79.

Vinokur-Kaplan, D. (1991). Job satisfaction among social workers in public and voluntary child welfare agencies. *Child Welfare*, 70(1), 81-91.

Evaluation studies of program outcomes:

Auslander, G. (2000). Outcomes of social work intervention in health care settings. *Social Work in Health Care*, 31(2), 31-46. (Article reviewing other outcome evaluation studies in health care.)

Dudley, J., Calhoun, M., & Ahlgrim-Delzell, L. (Editors). (2002). *Lessons Learned from a Lawsuit: Creating Services for People with Mental Illness and Mental Retardation*. Kingston, NY: NADD Press.

Goering, P., Wasylenki, D., Farkas, M., Lancee, W., & Ballantyne. (1988). What difference does case management make? *Hospital and Community Psychiatry*, 39(3), 272-276.

Kuhn, D. R. & Mendes De Leon, C. F. (2001). Evaluating an educational intervention with relatives of persons in early stages of Alzheimer's disease. *Research on Social Work Practice*, 11(5), 531-548.

 United Way of America. (1996). *Measuring program outcomes: A practical approach.* Author: self.