



Course Syllabus

Course title:	Evaluation in Social Work
Course #/term:	SW 683 04 Spring/Summer 2018
Time and place:	Tuesdays, 1pm-5pm Room B770
Credit hours:	3
Instructor:	Katie Doyle
Pronouns:	She/her/hers
Contact info:	E-mail: doylekg@umich.edu
	<i>When you email me, please include SW 683 in the subject line</i>
Office:	Phone: 734.764.9717
Office hours:	SSWB 3778, by appointment

Table of Contents (These are hyperlinked for easy access)

Course Description.....	2
Course Content	2
Course Objectives	2
Course Design.....	2
Theme Relation to Multiculturalism & Diversity	2
Theme Relation to Social Justice	3
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation	3
Theme Relation to Behavioral and Social Science Research	3
Relationship to SW Ethics and Values.....	3
Intensive Focus on PODS.....	3
Philosophy and climate	3
Teaching philosophy	3
Classroom Climate.....	4
Textbook & other readings.....	5
Other Text Resources (available at the Graduate Library)	5
Modules: https://ssw.umich.edu/my-ssw/msw-forms/modules	5
Class schedule	5
Assignments	8
Logic Model—15%.....	8
Evaluation Plan--15%.....	9
Data Visualization Slides—15%	9
Group Project: Presentation and Report—25%.....	9
Grading	9
Course Engagement—20%	10
Class Attendance—10%.....	10
Late Assignments	10
Grade Dispute Process	10
Expectations for Written Work	11
Additional Course Information and Resources.....	11

Course Description

This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

Course Content

This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for social work practice. Students will examine the evaluation of social work programs with particular attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Students will be introduced to models of evaluation derived from social science and social work theory and research. They will learn to apply these models as they develop skills in critically assessing evaluation methods within the social context.

Course Objectives

Upon completion of this course, students will be able to:

1. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)
2. Specify a program for evaluation and its theory of change. (Practice Behaviors 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
4. Plan an evaluation of social work practice. (Practice Behaviors 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS)
5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
6. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)

Course Design

The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, and experiential exercises. Guest speakers may be invited to address special topics.

Theme Relation to Multiculturalism & Diversity

Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for

proper implementation of evaluation in social work contexts.

Theme Relation to Social Justice

Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce risk of onset of problems and promote healthy development.

Theme Relation to Behavioral and Social Science Research

Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

Relationship to SW Ethics and Values

Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

Intensive Focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Philosophy and climate

Teaching philosophy

My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;

- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

Classroom Climate

True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, though I am aware that learning and growth can sometimes be uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that *we all have the capacity to grow and develop*. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning environment.

I do not customarily spend a lot of time in the first class building a "ground rules" list. I suspect most of you are in at least your second term here, and have participated in these kinds of exercises a few times. However, an emotionally safe class climate is important to me. So, below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and problem-solving.
- Be attuned to Process and Content: “process” is how and when you express yourself, and “content” is what you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of

electronics, and avoiding talking when others are presenting/talking.

- Notice both the **intent** and the **impact** of what you do or say. Take interest in the intent, not just the impact of others' communication and take responsibility when your intent does not match the impact on someone else.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don't contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.
- I am interested in any other expectations you may have, and we will discuss in our first class.

Textbook & other readings

Royce, D., Thyer, B., and Padgett, D. (2010) Program Evaluation: An Introduction (Fifth Edition) Wadsworth Cengage Learning: United States.

There are several editions of this book; you can use the third, fourth or fifth edition.

Other Recommended Text Resources (available at the Graduate Library)

Grinnell, R., Gabor, P., and Unrau, Y (2012) Program Evaluation for Social Workers: Foundations of Evidence-based Programs (Sixth Edition). New York: Oxford University Press.

Wholey, J.S., Hatry, H.P. & Newcomer, K.E. (2015), Fourth Edition, Handbook of Practical Program Evaluation (First Edition) San Francisco: Jossey-Bass.

Weiss, C.H. (1998) Evaluation (Second Edition). Englewood Cliffs, NJ: Prentice Hall.

Modules: <https://ssw.umich.edu/my-ssw/msw-forms/modules>

Web-modules were designed to support out-of-class learning and supplement the SW683 readings. You can test your competency and get a certificate for completion. The due dates are listed in the reading section of the syllabus. Relevant Modules: Evaluation Questions, Evaluation Types, Evaluation Design Rigor, Sampling Methods, Data Collection Methods, and Statistical Tests.

Class schedule

Date	Theme	Readings	Relevant Resources
5/8/18	Introduction to Course and to Program Evaluation	<ul style="list-style-type: none"> • Royse Chapter 1: Introduction • Carmen, J. (2007) Evaluation Practice among Community-Based Organizations. American Journal of Evaluation, 28 (1), 60-75. • NASW Code of Ethics, Evaluation-relevant standards. 	<ul style="list-style-type: none"> • Mathie, A. and Greene, J. (1997, Seminal Article) Stakeholder Participation in Evaluation: How Important is Diversity? Evaluation and Program Planning, 20(3), 279-285. • Yarbrough, D. B., Shulha, L.

Date	Theme	Readings	Relevant Resources
			<p>M., Hopson, R. K., & Caruthers, F. A. (2011). <i>The program evaluation standards: A guide for evaluators and evaluation users</i> (3rd ed.). Thousand Oaks, CA: Sage.</p>
5/15/18	Logic Modeling, Part I	<ul style="list-style-type: none"> • Holley, M., Recchia, C., and Bickstette, V. (2016). <i>Measuring What Matters: Five Grant Performance Traps and How to avoid them</i>. Stanford Social Innovation Review. • W. K. Kellogg Foundation Logic Model Development Guide (seminal) http://www.smartgivers.org/uploads/LogicModelGuide.pdf 	<ul style="list-style-type: none"> • Review sample logic models (on-line and on canvas) and decide on program for logic model • Manley, P. <i>Nonprofit Life Stages and Why They Matter</i>, Emerging Program Institute (2007)
5/22/18	Logic Modeling and Community-based Project Planning	<ul style="list-style-type: none"> • Liket, K. C., Rey-Garcia, M., & Maas, K. E. H. (2014). Why aren't evaluations working and what to do about it: A framework for negotiating meaningful evaluation in non-profits. <i>American Journal of Evaluation</i>, 35(2), 171-188. • Campbell, R., Patterson, D., & Bybee, D. (2011). Using mixed methods to evaluate a community intervention for sexual assault survivors: A methodological tale, <i>Violence against Women</i>, 17(3), 376-388. 	<ul style="list-style-type: none"> • Web-Module: Evaluation Questions
5/29/18	Qualitative Data Collection	<ul style="list-style-type: none"> • Royse Chapter 4: Qualitative and Mixed Methods in Evaluation • Dean, D.L. (2015) How to Use Focus Groups, J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds), <i>Handbook of Practical Program Evaluation</i> (Fourth Edition), San Francisco: Jossey-Bass, 338-350. 	<ul style="list-style-type: none"> • Davies, R. and Dart, J., (2005) <i>Most Significant Change Technique: A Guide to its Use</i>. • **video links?
6/5/18	Qualitative Data Analysis	<ul style="list-style-type: none"> • How to Create a Successful Story Banking Program (2015), Issue Brief Families USA • Perrin, Burt. (2014) <i>Think positively! And Make a Difference Through</i> 	<ul style="list-style-type: none"> •

Date	Theme	Readings	Relevant Resources
		<p>Evaluation. <i>Canadian Journal of Program Evaluation</i>. 29 (2).</p> <ul style="list-style-type: none"> Wiley, A., Branscomb, K, and Wang, Y. (2007) Intentional Harmony in the Lives of Working Parents: Program Development and Evaluation, <i>Family Relations</i>, 56, 318-328. 	
6/12/18	Quantitative Data Collection Methods	<ul style="list-style-type: none"> Royse Chapter 2: Ethical Issues in Program Evaluation Royse Chapter 7: Client Satisfaction Royse Chapter 12: Illustrations of Instruments Garofalo, R. (2012). Life skills: Evaluation of a theory-driven behavioral HIV prevention intervention for young transgender women. <i>Journal of Urban Health</i>, 89, 419-431. 	<ul style="list-style-type: none"> Web-module: Data Collection Methods Standardized Instrument Search at http://guides.lib.umich.edu/tests OR http://www.eric.ed.gov/
6/19/18	Analyzing Quantitative Data	<ul style="list-style-type: none"> Royse Chapter 14: Data Analysis Dabbling in the Data: A Hands-on-Guide to Participatory Data Analysis, www.publicprofit.net 	<ul style="list-style-type: none"> Web-module: Statistical Tests. Rockinson-Szapkiw, A. (2013). <i>Statistics Guide</i> SPSS Tutorial
6/26/18	Evaluation planning	<ul style="list-style-type: none"> Royse Chapter 5: Formative and Process Evaluation Quijano, L., Stanely, M., Peterson, N., Casado, B., Steinberg, E., Cully, J., and Wilson, N. (2007) Healthy IDEAS: A Depression Intervention Delivered by Community-based Case Managers Serving Older Adults, <i>Journal of Applied Gerontology</i>, 26(2), 139-156. Royse Chapter 6: Single System Research Designs Royse Chapter 9: Group Designs Hsieh, C. (2006). Using client satisfaction to improve case management services for the elderly. <i>Research on Social Work Practice</i>, 16(6), 605-612. 	<ul style="list-style-type: none"> Web-module: Evaluation Types W.K. Kellogg Evaluation Handbook at http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf Web-module: Evaluation Design Rigor
7/3/18	Data Visualization	<ul style="list-style-type: none"> Gugelev, A. and Stern, A. (2015) What is your endgame? <i>Stanford Social Innovation Review</i>. 	<ul style="list-style-type: none"> Chart Chooser Data Visualization Principles and Checklist

Date	Theme	Readings	Relevant Resources
		<ul style="list-style-type: none"> Evergreen, S., & Metzner, C. (2013). Design principles for data visualization in evaluation. In T. Azzam & S. Evergreen (Eds.), <i>Data visualization, part 2. New Directions for Evaluation</i>, 140, 5–20. 	<ul style="list-style-type: none"> Dr. Stephanie Evergreen lecture on Data Visualization: https://drive.google.com/file/d/1CipJTCb671eX9JOrOUQGhvyOINUipy73/view?usp=sharing
7/10/18	Presentations Collective Impact	<ul style="list-style-type: none"> Wolff, T. (2016) Ten Places Where Collective Impact Gets it Wrong. <i>Global Journal of Community Psychology Practice</i>. Vol 7(1). 	
7/17/18	Presentations Licensing		<ul style="list-style-type: none"> Licensing exam

Assignments

Assignment	Due date
Logic Model—15%	Draft due 5/22/18 Final due 5/29/18
Evaluation Plan--15%	6/26/18
Data Visualization Slides—15%	7/10/18
Group Project: Presentation and Slide Deck—25%	Presentation 7/10 or 7/17 Report due 7/23

Students will work on assignments in class in small groups. Students will have an opportunity to gather feedback on their deliverables in class from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading. Course objectives are listed in italics.

Logic Model—15%

To specify a program for evaluation and its theory of change. This written assignment requires the articulation of a program's theory of change using a one-page logic model format. The logic model will include (1) a description of program participants and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected program participant outcomes. Include Reference/Resources (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) used in the development of the logic model.

Alternate Assignment for Logic Model (15 points). Students who have mastered logic modeling can choose to complete this alternate assignment. Students will develop 10 slides to reflect a program's theory of change, output metrics, outcome metrics, and impacts. The student will present the slides to the class.

Evaluation Plan--15%

To plan an evaluation of social work practice. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage. Each student will design a two-page single-spaced Program Evaluation Plan for the program specified in the first assignment. Report format with headers. Components of the plan will include (1) the purpose of the evaluation and evaluation approach, (2) type of evaluation components planned and relevant key evaluation questions, (3) evaluation design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design, (4) data collection schedule and narrative of measurement, (5) data analysis plan, and (6) a plan for reporting and utilizing the results.

Data Visualization Slides—15%

To understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. Students will work individually to prepare graphic results grounded in data visualization principles. Students will facilitate a data interpretation session of results with classmates and with the community client (as feasible).

Group Project: Presentation and Slide Deck—25%

Over the course, students will work in small groups to plan and implement a short-term community-based evaluation project. The projects will be identified by students (usually field placement projects) or by the instructor. Students will meet with the client in the community, engage in evaluation planning, and implement an evaluation plan (including the collection and analysis of data). Using data visualization principles, students will generate a slide deck of results (at least 15 slides) to present to the client at the end of the term. The students will facilitate a data interpretation session of preliminary results with classmates on one of the last two class sessions. All members of the group are expected to participate in the project and the presentation.

Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement	20%
Attendance	10%
Logic Model	15%

Evaluation Plan	15%
Data Visualization Slides	15%
Group Presentation/Report	25%
Total	100%

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Course Engagement—20%

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork \neq paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Class Attendance—10%

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Late Assignments

Assignments are due at or before 1:00pm on the dates listed on the syllabus and on Canvas, except where noted.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

Grade Dispute Process

If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Expectations for Written Work

Development of professional writing is a goal of the course, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

Purdue University's OWL website <https://owl.english.purdue.edu/owl/> is an excellent resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>


In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

Additional Course Information and Resources

Safety and emergency preparedness

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA.compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)

- [View the annual Campus Safety Statement](#)

Mental health and well being

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services \(CAPS\) at \(734\) 764-8312](#)
 - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service \(UHS\) at \(734\) 764-8320](#)
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations

The best way for me to learn how students are experiencing the class is...from you! Please fill out the mid-semester survey and the end of semester evaluations. You are “paying it forward” for students who come after you by completing the end of semester evaluations. I take them very seriously and adjust my courses accordingly. Teaching evaluations are administered via Canvas and will be emailed to students during the last weeks of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of names and pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform me before the second class period so that I use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

Accommodations for students with disabilities

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities

G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/spiritual observances

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

Writing skills and expectations

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

[SSW Writing Assistance](#)

[Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)