PART I: COURSE STATEMENT

a. 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.

b. 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.

c. 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)
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)


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)

d. 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.

e. Curricular Themes

- 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.

- 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.

- 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.

- 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.

f. Relationship to Social Work Ethics and Values
This course will emphasize the relationship of the NASW’S Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW’S Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).
g. 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.

PART II: COURSE REQUIREMENTS

a. Text and Class Materials
The required course materials include: a textbook, supplemental materials, journal articles, and web modules. The required text is available through the Ulrich’s Book Store or can be ordered online. The supplemental materials and journal articles are available on Canvas. They are organized according the session when they will be discussed in class. Web modules were designed to support out-of-class learning and supplement the SW683 readings. Other resources are available online or at the graduate library as noted.

Please Note: The instructor reserves the right to adjust aspects of the syllabus as needed, including, but not limited to, readings and assignment descriptions.

Required Text

Supplemental Texts

Journal Articles
Journal articles are used to compliment the course texts.

Web Modules
Web modules can be found here: https://ssw.umich.edu/my-ssw/msw-forms/modules.

Other Helpful Resources
b. Class Schedule

<table>
<thead>
<tr>
<th>Week (W) Date</th>
<th>Content</th>
<th>Readings &amp; Material</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1 1/9/19</td>
<td>Introduction to Course and to Program Evaluation;</td>
<td>- no readings</td>
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</table>
| W2 1/16/19    | Independent Workshop Session (No formal class meeting) | **Required Readings**  
  - Smith Chapter 1: Introduction to Program Evaluation  
  - Smith Chapter 4: Describing the Program  
  **Independent Workshop Session**  
  - Students will be provided with protected time to begin conceptualizing and planning an evaluation that will be the primary focus of their course assignments this term. Students will complete a client interview and write a summary report that will be used to guide their evaluation plan. A draft for discussion should be prepared for class on Week 3. The final draft is due Week 4.  
  **Optional Readings**  
  - W.K. Kellogg Foundation Evaluation Handbook – Chapter 2 – How We Got Here pgs. 12-21 | **Evaluation Questions Module due by 2pm on Wednesday, January 16th** |
| W3 1/23/19    | Evaluation Types & Ethics; Role of Culture & | **Required Readings**  
  - Smith Chapter 2: Types of Program Evaluation Studies  
<table>
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<th>Week (W) Date</th>
<th>Content</th>
<th>Readings &amp; Material</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td>Context</td>
<td>Hood, R. Hopson, &amp; H. Frierson (Eds.), <em>The Role of Culture and Cultural Context: A Mandate for Inclusion, Discovery of Truth and Understanding in Evaluative Theory and Practice.</em></td>
<td>• Client interview or summary report of client interview for discussion during this class period (will not be turned in)</td>
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</table>
| W4 1/30/19    | Describing the Program & Logic Modeling | **Required Readings**  
- Review sample logic models (on-line and on canvas)  
|               |         | **Optional Readings**  
- Royse Ch 5: Mission statement, goals, and objectives, pgs. 123-129  
- W. K. Kellogg Foundation Logic Model Development Guide  
<table>
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<tr>
<th>Week (W)</th>
<th>Date</th>
<th>Content</th>
<th>Readings &amp; Material</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>W5</td>
<td>2/6/19</td>
<td>Formative Stages of Evaluation</td>
<td><strong>Required Reading</strong></td>
<td>• Logic Model due by 2pm Friday, February 8th</td>
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<td>• Smith Chapter 5: Needs Assessment Studies</td>
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<td>• Smith Chapter 7: Formative Evaluations</td>
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<td>employed in substance abuse treatment agencies: A training needs assessment. Social</td>
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<td>Work, 45(2), 141-155.</td>
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<td><strong>Optional Readings</strong></td>
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<td>• Smith Chapter 6: Determining Program Goals</td>
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<td>service needs of older adults: Implementing a community-based needs assessment.</td>
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<td>• W.K. Kellogg Foundation Step-by-Step Guide to Evaluation – Chapter 4 – Overview</td>
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<td>of the Evaluation Process that Reflects Evaluative Thinking</td>
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<tr>
<td>W6</td>
<td>2/13/19</td>
<td>Evaluation Design &amp; Participatory</td>
<td><strong>Required Readings</strong></td>
<td>• Evaluation Design Rigor Module due by 2pm Wednesday, February 13th</td>
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<td></td>
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<td>Methods</td>
<td>• Smith Chapter 8: Designing the Evaluation Study</td>
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<td>decisions about methodological rigor. New Directions for Evaluation, 2008(120),</td>
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<td>71-86.</td>
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<td><strong>Optional Readings</strong></td>
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<td>• Clay, C., Ellis, M.A., Amodeo, M., Fassler, I., &amp; Griffin, M.L. (2003). Recruiting</td>
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<td>a community sample of African-American subjects: The nuts and bolts of a successful</td>
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<tr>
<td>Week (W) Date</td>
<td>Content</td>
<td>Readings &amp; Material</td>
<td>Assignments Due</td>
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| W7 2/20/19   | Qualitative Data Collection | **Required Readings**  
- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation  
**Optional Readings**  
| Data Collection Methods Module due by 2pm Wednesday, February 20th |
| W8 2/27/19   | Qualitative Data Analysis | **Required Readings**  
**Optional Readings**  
- How to Create a Successful Story Banking Program (2015), Issue Brief Families USA  
<table>
<thead>
<tr>
<th>Week (W) Date</th>
<th>Content</th>
<th>Readings &amp; Material</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
|               |         | outcomes: Using focus groups in evaluation research. *Family Relations, 53*(3), 310-316.  
• See Canvas for additional resources on qualitative data analysis |                 |
| W9 3/6/19     |         |                     | W9 – 3/6/19 - No class – Spring Recess |
| W10 3/13/19   | Quantitative Data Collection Methods | **Required Readings**  
* Journal Readings: TBD based on student interests  
**Optional Readings**  
• Royse Chapter 12 (6th edition): Selecting the Best Evaluation Measure for Your Project  
**Helpful Resources**  
• IssueLab [http://findresults.issuelab.org/](http://findresults.issuelab.org/) |                 |
| W11 3/20/19   | Analyzing Quantitative Data; Building Evaluation Capacity | **Required Readings**  
• Royse Ch 14 (5th edition): Data Analysis  
**Optional Readings**  
• Smith Chapter 9: Implementing the Evaluation Study and Analyzing the Data, pgs. 303-323 |  
• Statistical Tests Module due by 2pm Wednesday, March 20th  
• Data Collection & Measurement assignment by 2pm Friday, March 22nd |
<table>
<thead>
<tr>
<th>Week (W) Date</th>
<th>Content</th>
<th>Readings &amp; Material</th>
<th>Assignments Due</th>
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</thead>
</table>
| W12 3/27/19   | Evaluation Reporting | Required Readings  
  - Smith Chapter 10: Writing the Report and Implementing the Findings  
  Helpful Resources  
  - See Canvas for additional resources on data visualization | |
| W13 4/3/19    | Evaluation Utilization & Wrap-Up | Required Readings  
<table>
<thead>
<tr>
<th>Week (W) Date</th>
<th>Content</th>
<th>Readings &amp; Material</th>
<th>Assignments Due</th>
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<td><strong>Optional Readings</strong></td>
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</tr>
<tr>
<td>W14 4/10/19</td>
<td>Project Presentations</td>
<td>• No assigned readings</td>
<td>• Upload presentation materials to Canvas by <strong>NOON</strong> on assigned presentation date.</td>
</tr>
<tr>
<td>W15 4/17/19</td>
<td>Project Presentations</td>
<td>• No assigned readings</td>
<td>• Upload presentation materials to Canvas by <strong>NOON</strong> on assigned presentation date.</td>
</tr>
<tr>
<td>Study/Exam Period (4/24/19 – 5/2/19)</td>
<td></td>
<td>• No assigned readings</td>
<td>Evaluation Plan due by 2pm on Friday, April 26th</td>
</tr>
</tbody>
</table>
c. Course Expectations & Assignments

Students are expected to complete all assigned readings and web modules prior to the appropriate class and to use them as the basis for informed participation in class discussions. It is expected that students will submit work promptly. Failure to meet these expectations will result in a reduction in grades.

All assignments will be submitted on Canvas, except where noted.

Students will be evaluated on their attendance and participation, web module completion, and completion of assignments that will be weighted in the following manner:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>Class Discussion Facilitation:</td>
<td>10</td>
</tr>
<tr>
<td>Completion of Web Modules:</td>
<td>10</td>
</tr>
<tr>
<td>Client Interview &amp; Guided Summary:</td>
<td>15</td>
</tr>
<tr>
<td>Logic Model:</td>
<td>15</td>
</tr>
<tr>
<td>Data Collection &amp; Measurement:</td>
<td>15</td>
</tr>
<tr>
<td>Final Presentation:</td>
<td>15</td>
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<tr>
<td>Evaluation Plan:</td>
<td>20</td>
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<td></td>
<td>100 points</td>
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</table>

Class Discussion Facilitation – 10% - due by NOON on assigned date

Working in groups of 2 or 3, students will take responsibility for developing questions and leading discussions on specific weekly readings. These readings are designated with an asterisk (*) in the class schedule (readings for Week 9 will be based upon class interests and will be decided by Week 6). Student facilitations will begin the 3rd week of class and last approximately 25 minutes. Students will be assigned dates of facilitation during Week 1. We will discuss this assignment during our first class meeting and more details will be uploaded to Canvas by Week 2. Questions for discussion are due on Canvas by NOON on the student’s assigned facilitation date. Each student is responsible for uploading discussion questions to Canvas by NOON on their assigned facilitation date.

Completion of Web Modules – 10% - due by 2pm on dates listed

Throughout this course, students will upload certificates of completion to Canvas for 6 evaluation modules. The modules are designed to be approximately 20 minutes. The due dates for uploading certifications of completion to Canvas are listed here and in the Class Schedule section of the syllabus. Modules are due by 2pm on the dates listed. The modules are as follows: Evaluation Questions (due Wednesday, January 16th), Evaluation Types (due Wednesday, January 23rd), Evaluation Design Rigor (due Wednesday, February 13th), Sampling Methods (due Wednesday, February 13th), Data Collection Methods (due Wednesday, February 20th), and Statistical Tests (due Wednesday, March 20th). One (1) point will be given for the completion of each individual module and four (4) points will be given for the completion of all six modules.

Client Interview and Summary Report – 15% - due by 2pm on February 1st

Students will work with their field instructor to select a program or problem within the agency for evaluation. Students will complete a client interview (likely with the field instructor) and write a summary report that will be used to guide their work this semester (i.e., logic model, data collection and measurement, evaluation plan, and final presentation). We will discuss this
assignment during our first class meeting and more details will be uploaded to Canvas by Week 2. A draft of this assignment is due for class discussion on Week 3. The final summary report is due on Canvas by 2pm on Friday, February 1st.

**Logic Model – 15% - due by 2pm on February 8**
The purpose of a logic model is 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. Inputs or resources: a description of program participants, need, target population, community partners, funding or system conditions that led to the need for the program
2. Planned activities: major program components, detailed activities, tasks, actions, and events undertaken to change, prevent or treat the problem or need
3. Outputs: tangible products resulting from activities
4. Outcomes: expected program outcomes that may be defined as short-term, immediate, and/or long term
5. Relationships between the activities, outputs, and outcomes through the use of arrows or other visual cues to show which activities lead to which outputs and which outputs lead to which outcomes

In addition to the one-page model, students will also write a brief description of the model (no more than .5 page, single-spaced). Citations for references and resources used in the development of the logic model (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) should be provided in APA format. The logic model will be re-submitted as part of the Evaluation Plan at the end of the semester. More details about the assignment will be provided during class and uploaded to Canvas by Week 3. The logic model is due on Canvas by 2pm on Friday, February 8th.

**Data Collection & Measurement – 15% - due by 2pm on February 20**
Students will write a 1-2 page single-spaced description of how and where they will get data for evaluation of the program described in their summary report and the measures that will be used to collect the data. As part of this work, students should identify an instrument that could be used for evaluating the program. The discussion of the instrument should attend to the following: the theory base used in the development of the instrument; the populations/samples upon whom the instrument was developed and/or standardized; the steps taken to ensure the reliability and validity of the measure; and ease of administration and completion. More details about the assignment will be provided during class and uploaded to Canvas by Week 6. The data collection and measurement summary is due on Canvas by 2pm on Friday, February 20th.

**Final Presentation – 15% - due by NOON on assigned date**
Students will prepare a professional presentation of their evaluation plan. The presentation will last approximately 10 minutes and will a few minutes for questions. More details about the assignment will be provided during class and uploaded to Canvas by Week 8. Oral presentations will be delivered in class on April 10th & April 17th. Upload presentation materials to Canvas by NOON on assigned presentation date.

**Evaluation Plan – 20% - due by 2pm on April 26**
Each student will design a 3 – 5 page single-spaced Program Evaluation Plan for the program specified. Students should identify and choose the type of evaluation that is appropriate to answer questions compatible with a program’s developmental stage. Components of the plan will include:

1. 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
6. Plan for reporting and utilizing the results (i.e., dissemination & implementation)

More details about the assignment will be provided during class and uploaded to Canvas by Week 6. The evaluation plan is due by 2pm on Friday, April 26th.

b. Attendance
Attendance is necessary but not sufficient for engaging fully in course material. Participation is assessed by level of engagement in the course, including taking part in group activities, providing feedback to colleagues, asking questions, and contributing to class discussions. Unapproved and disruptive use of technology (e.g., phones and laptops) is not acceptable (see “Electronic Devices” on page 7 for more information).

If personal or professional circumstances require your absence or tardiness from class, please contact the instructor. Note that, even if you are absent from a class, you are still responsible for learning the material and submitting any assignments due that day.

Please review the Policy on Class Attendance found in the MSW Student Guide.

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>A+</td>
</tr>
<tr>
<td>94-99</td>
<td>A</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
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<tr>
<td>88-90</td>
<td>B+</td>
</tr>
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<td>84-87</td>
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<td>81-83</td>
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<td>68-70</td>
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<td>64-67</td>
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<td>&lt;64</td>
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</table>

Class Discussion Facilitation | 10%
Completion of Web Modules     | 10%
Client Interview & Summary Report | 15%
Logic Model                   | 15%
Data Collection & Measurement  | 15%
Final Presentation             | 15%
Evaluation Plan               | 20%

Total 100%

Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

See also: MSW Student Guide policies on Grades in Academic Courses and in Field Instruction, Student Grievance Procedures and the Policy for Grading in Special Circumstances.

d. Late Assignments
Assignments are due at or before the dates listed on the syllabus. All assignments will be submitted 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.

**e. Assignment Grade Dispute Process**

If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting me. Challenges must be in writing (not verbal), must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to 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.

**f. Electronic Devices**

In consideration of your classmates and your own learning, please mute all devices during class. If you must be on call for personal or work reasons, let callers know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus and your level of productivity. Computer use during class time that supports the mission of the course (e.g. taking notes) is encouraged. There will be times that I ask for screens down during some parts of the class and compliance is expected.

**g. Writing Skills and Expectations**

Strong writing and communication skills are essential to students’ academic success and professional career. 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.

The Writing Coordinator for the School of Social Work is open to meeting with students during the writing process. 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. The Writing Coordinator’s office is housed within the Career Services Office.

*For more information or to schedule an appointment, contact:*
*SSW Writing Assistance*
*Career Services* (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

Here are a two additional campus resources (there may be others):

- **English Language Institute:** [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)
- **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. Please 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/](http://www.lsa.umich.edu/sweetland/)
Finally, Purdue University’s OWL website https://owl.english.purdue.edu/owl/ is an excellent resource for general writing and formatting advice.

Unless otherwise noted, all assignments should be submitted using APA style formatting. http://www.apastyle.org/ https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

h. Library Resources

The University of Michigan has an extensive library system located across the University’s campus. A number of helpful resources have been curated for Social Work research:

For course guides, tutorials, list of Social Work journal databases and article indexes, visit the Social Work Research Guide.

For online social work journals and newspapers, please visit UM Library Social Work Journals and Newspapers.

More information can be found here: https://ssw.umich.edu/offices/library

i. Communication with Instructor

Email is the best way to reach the Instructor. Please anticipate 24 hours for a response Monday-Friday, 9:00am-5:00pm. Weekend emails may have a longer response time. Professional email etiquette is expected. Please address the instructor as “Dr. Ellis,” “Katrina,” or “Professor Ellis” in written and oral communications. Include “SW 683” in the subject line to help ensure that your email is seen in a timely manner.

PART III: ADDITIONAL INFORMATION AND RESOURCES

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Acknowledgement

Dr. Ellis would like to acknowledge the work of current and former School of Social Work faculty members for contributing to the development of this syllabus and course.