



Course Syllabus

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|------------------------|---|
| Course title: | Evaluation in Social Work |
| Course #/term: | SW 683 Spring/Summer 2019 |
| Time and place: | Tuesdays, 1pm-5pm Room B770 |
| Credit hours: | 3 |
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Teaching philosophy

I design my courses for students to leave with the following:

- Confidence in your 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;
- Building on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Building on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- 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 your 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, but learning and growth is often 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 laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. 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 solution seeking
- Be attuned to both **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 responsibility when your intent does not match the impact on someone else. Take notice of peoples' intent, not just the impact of others' communication.
 - 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 one of our first classes.

Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

Land Acknowledgment

The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

About SW 683: Evaluation in Social Work

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.

****Note:** this course will be co-taught with Professor Katie Doyle. We both will provide feedback, consultation and instruction throughout the semester.**

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.

Textbook & other readings

Grinnell, R., Gabor, P., and Unrau, Y (2019) Program Evaluation for Social Workers: Foundations of Evidence-based Programs (Eighth Edition). New York: Oxford University Press.

This book is available to read online through UM Library:

<https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=5703965>

Other required readings are found on Canvas.

Recommended Text Resources (available at the Graduate Library)

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

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.

Recommended 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 & Class Preparation | Recommended (not required) Resources |
|---------|---|--|---|
| 5/14/19 | Introduction to Program Evaluation | <ul style="list-style-type: none"> NASW Code of Ethics, Evaluation-relevant standards. | <ul style="list-style-type: none"> Royse Chapter 1: Introduction Mathie, A. and Greene, J. (1997, Seminal Article) Stakeholder Participation in Evaluation: How Important is Diversity? <i>Evaluation and Program Planning</i>, 20(3), 279-285. Yarbrough, D. B., Shulha, L. 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. |
| 5/21/19 | Logic Models, Part I | <ul style="list-style-type: none"> Holley, M., Recchia, C., and Bickstette, V. (2016). Measuring What Matters: Five Grant Performance Traps and How to avoid them. <i>Stanford Social Innovation Review</i>. W. K. Kellogg Foundation Logic Model Development Guide (seminal) http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf Review sample logic models (on-line and on canvas) and decide on program for logic model | <ul style="list-style-type: none"> Manley, P. Nonprofit Life Stages and Why They Matter, <i>Emerging Program Institute</i> (2007) 7 Secrets to Good Monitoring and Evaluation: https://www.youtube.com/watch?v=7mKiESZnmXg Slides for 7 Secrets video: https://www.highimpacttraining.com.au/wp-content/uploads/Seven secrets of good monitoring and evaluation.pdf Carmen, J. (2007) Evaluation Practice among Community-Based Organizations. <i>American Journal of Evaluation</i>, 28 (1), 60-75. |
| 5/28/19 | Logic Models and Community-based Project Planning | <ul style="list-style-type: none"> Chapter 8: Just Practice (<i>found on Canvas</i>) Grinnell et al, Chapter 8. Lee, Phillip. What's Wrong with Logic Models, <i>Local Community Services Association</i>, p1-7, (2018) | <ul style="list-style-type: none"> Web-Module: Evaluation Questions 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. Royse Chapter 5: Formative and Process Evaluation 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. |
| 6/4/19 | Qualitative Data | <ul style="list-style-type: none"> Grinnell et al, Chapter 13 Dean, D.L. (2015) How to Use | <ul style="list-style-type: none"> Grinnell et al, Chapter 12 Royse Chapter 4: Qualitative and Mixed |

| Date | Theme | Readings & Class Preparation | Recommended (not required) Resources |
|---------|---|---|---|
| | Collection | <p>Focus Groups, J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds), <u>Handbook of Practical Program Evaluation</u> (Fourth Edition), San Francisco: Jossey-Bass, 338-350.</p> <ul style="list-style-type: none"> • VIDEO of focus group (link available on canvas) | <p>Methods in Evaluation</p> <ul style="list-style-type: none"> • Davies, R. and Dart, J., (2005) Most Significant Change Technique: A Guide to its Use. • Most Significant Change (MSC), Parts 1-5 Jess Dart: <ul style="list-style-type: none"> ✓ https://www.youtube.com/watch?v=H32FTygl-Zs&t=1s ✓ https://www.youtube.com/watch?v=b-wpBoVPkc0 ✓ https://www.youtube.com/watch?v=PazXICHBDDc ✓ https://www.youtube.com/watch?v=8DmMXiJr1iw ✓ https://www.youtube.com/watch?v=cwSD8XyjbA |
| 6/11/19 | Quantitative Data Collection Methods & Analysis | <ul style="list-style-type: none"> • Grinnell et al, Chapter 15 • Grinnell et al, Chapter 17 • Standardized Instrument Search at http://guides.lib.umich.edu/tests OR http://www.eric.ed.gov/ • 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. • Sanders, M., Galindo, C., Vega-Marquis, L, and Milloy, C., (2017) Marguerite Casey Foundation: Reflecting on 15 Years of Philanthropic Leadership Through a Summative Evaluation, <i>The Foundation Review</i>, Vol9, Issue 2, Article 7. | <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/ • Royse Chapter 2: Ethical Issues in Program Evaluation • Royse Chapter 7: Client Satisfaction • Royse Chapter 12: Illustrations of Instruments |
| 6/18/19 | Qualitative Data Analysis & Evaluation Planning | <ul style="list-style-type: none"> • How to Create a Successful Story Banking Program (2015), Issue Brief Families USA • Dean, D.L. (2015) How to Use Focus Groups, J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds), <u>Handbook of Practical Program Evaluation</u> (Fourth Edition), San Francisco: Jossey-Bass, p338-350. | <ul style="list-style-type: none"> • Perrin, Burt. (2014) Think positively! And Make a Difference Through Evaluation. <i>Canadian Journal of Program Evaluation</i>. 29 (2). |
| 6/25/19 | Community | <ul style="list-style-type: none"> • Halaweh, H., Dahlin-Ivanoff, S., | <ul style="list-style-type: none"> • Royse Chapter 2: Ethical Issues in Program |

| Date | Theme | Readings & Class Preparation | Recommended (not required) Resources |
|---------|--|---|---|
| | Data Collection | <p>Svantesson, U., Willen C., (2018), Perspectives of Older Adults on aging Well: A Focus Group Study, <i>Journal of Aging Research</i>.</p> <ul style="list-style-type: none"> • Knight, C. and Alarie, R. (2017). Improving Mental Health in the Community: Outcome Evaluation of a Geriatric Mental Health Day Treatment Service, <i>Clinical Gerontologist</i>, 40:2, 77-87. | <p>Evaluation</p> <ul style="list-style-type: none"> • Royse Chapter 7: Client Satisfaction • Royse Chapter 12: Illustrations of Instruments |
| 7/2/19 | Communication and Reporting Culturally Responsive Evaluation | <ul style="list-style-type: none"> • Grinnell et al, Chapter 21 • Dabbling in the Data: A Hands-on-Guide to Participatory Data Analysis, www.publicprofit.net • Mertens, D. (2009) Reporting and Utilization: Pathway to the Future, <i>Transformative Research and Evaluation</i>, Guilford Press. p313-347. | <ul style="list-style-type: none"> • Web-module: Statistical Tests. • Rockinson-Szapkiw, A. (2013). Statistics Guide • SPSS Tutorial • Royse Chapter 14: Data Analysis |
| 7/9/19 | Data Visualization | <ul style="list-style-type: none"> • 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. • 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 • Royse Chapter 6: Single System Research Designs • Royse Chapter 9: Group Designs |
| 7/16/19 | Presentations & New Trends in Evaluation | <ul style="list-style-type: none"> • Gugelev, A. and Stern, A. (2015) What is your endgame? <i>Stanford Social Innovation Review</i>. • 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. • Chart Chooser • Data Visualization Principles and Checklist | <ul style="list-style-type: none"> • Dr. Stephanie Evergreen lecture on Data Visualization: https://drive.google.com/file/d/1CipJTCb671eX9JOrOUQGhvyOINUipy73/view?usp=sharing |

| Date | Theme | Readings & Class Preparation | Recommended (not required) Resources |
|---------|---------------------------|--|--------------------------------------|
| 7/23/19 | Presentations & Synthesis | <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). | |

Assignments

| Assignment | Due date |
|--|---------------------------------------|
| Logic Model—20% | Draft due 5/28/18 Final due 6/4/18 |
| Evaluation Planning Quiz—10% | 6/18/18 |
| Data Visualization Slides—15% | 7/9/18 |
| Group Project: Presentation and Slide Deck—25% | Presentation 7/16 or 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 the instructors. Individual student work products/assignments will be uploaded to canvas for grading. Course objectives are listed in italics.

Logic Model—20%

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: 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.

Evaluation Planning Quiz—10%

Components of the quiz 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 the instructors. 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 | 20% |
| Evaluation Planning Quiz | 10% |
| 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 ≠ 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. 2 unexcused absences will result in a lower grade. 3 or more absences puts you at risk of failing the course. 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 5:00pm 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.

Additional Course 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