Course title: Evaluation in Social Work
Course #:term: SW683, Section 003, Spring/Summer 2020
Classroom: Remote On-line Teaching (Bluejeans)
Time and place: Tuesday's 1:00 p.m. – 5:00 p.m
Credit hours: 3
Prerequisites: SW522
Instructor: Julie D. Cushman, LMSW, ACSW, CAADC (address me as Julie)
Pronouns: She/her/hers
Contact info: Email: jcushman@umich.edu  Phone: 734-845-0867
Office: 2798 SSWB
Office hours: Monday's 8-1; Tuesday's, 9-1 and by appointment (on-line video, phone)

The Online Classroom

Definitions
Online Synchronous = “Same time-different place”
We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Bluejeans, Zoom, Google Drive, Canvas, etc.).

Online Asynchronous = “Different time-different place” or “On-demand”
Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:
• Online synchronous class time
• Online synchronous group time, generally during scheduled class hours
• Asynchronous group time (shared documents, texts, emails, etc.)
• Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more interactive and engaged we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.

Credit for the above goes to Katie Doyle-Clinical Faculty
1. 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 Competencies (Practice Behaviors) and Objectives:

   Course Objectives: upon completion of this course, students be able to:

   Upon completion of the 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.)
   2. Specify a program for evaluation and its theory of change. (Practice Behavior 10.d.)
   3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practices 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.)

   For more information on practice behaviors, see: https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behaviors.pdf

d. Course Design: Pedagogical Approach & Teaching Philosophy
   This course is designed to increase students' comfort level, knowledge base and skills in program evaluation in research informed-practice and practice-informed research and to critically analyze, monitor, and evaluate interventions.
   This course promotes and integrates both classroom and community learning experiences. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work).
   I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.
1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions and class activities.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren’t sure you see the relevance of something.

e. Relationship of the Course to Curricular Themes:
   - *Multiculturalism and 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], relationship status, national origin, race, religion or spirituality and 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.
   - *Social Justice and Social Change:* 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.
   - *Promotion and Prevention:* 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 Science:* 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.

f. Relationship of the Course 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 (Privilege, Oppression, Diversity and Social Justice)
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 social 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.
2. CLASS REQUIREMENTS

a. Text and class materials: This course draws from the required textbook (listed below), supplemented with required articles of course concept examples, available on CANVAS at least 3 weeks in advance of when they are due. By the end of May 2020, I plan to have all required readings posted on CANVAS. These readings are integrated into each week’s lecture/discussion topic and may be supplemented by handouts and/or other readings provided also provided in canvas. Additionally, I will also post on CANVAS optional readings/additional resources that may be of interest and/or to assist with course assignments.

How I organize the CANVAS site: When you sign onto the course site, the module page is displayed. I organize the course using modules—one module for each class session (labeled with the week number and the date of the session-ex/ Week 1: 5/12). For each week’s module the required readings are first, followed by the PPT and any supplemental handouts/readings/or exercises). There is separate module, for assignment explanations and resources, labeled assignments and other separate modules for optional readings/other resources, mid-semester course evaluation, etc.

Required Text

This book is available to read online through UM Library:
https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=5703965 (You will be prompted to log into your umich account)

If you are having any issues accessing this ebook or have any questions please contact Darlene Nichols the Social Work Librarian at dnp@umich.edu or Ask A Librarian at https://www.lib.umich.edu/ask-librarian (this is a free service for those seeking assistance with library and research-related questions from U-M Library reference staff. you can communicate online through email, instant messaging, and texting.

If you would prefer a hardcopy of the text the ISBN is ISBN-13: 978-0190916510 or ISBN-10: 0190916516 and you can buy or rent the book on-line from Amazon or toehr websites specific to textbooks.

(Readings from the text will be designated as “Grinnell” on the class schedule)

Coming prepared to class:
To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Much of your learning will come from discussion (during the on-line class or canvas discussion board) around the readings, lectures and activities and student presentations. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from doing non-course activities when we are on-line so you can more fully participate in discussion around the material.

b. Class Schedule: This is at the end of this syllabus document
c. Assignments: There are 6 graded assignments for this course, and various homework assignments along with the expectation of both class participation (attending on-line class sessions and engagement (described below in the assignments table) and which is 20% of your grade. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be posted in two places on canvas: 1) In the assignments tab and 2) in a module titled Assignments, and discussed in class. These due dates have been noted on the class schedule in Bold letters.

Assignments are focused on course learning and evaluation competency skills development specific to the course objectives. Program evaluation is best done in collaboration, thus you will on some assignments be working with a team. You do have a choice to do paper 1 (Logic model with program description) individually and then you will be developing a program evaluation group presentation report based on a program at one of your team member’s field placement. A brief description of each assignment follows. A more detailed description of each assignment will be handed out in class.

1. Six web-based learning modules- (Individual) Due 5/19, 6/2, 6/9 (two due), 6/16, 7/23 (10%) This is a supplement to your course learning, so you can practice and master evaluation competency skills. This assignment requires proof of completion of the learning modules by submission of the competition certificate on canvas (in assignments) and also a brief discussion of your thoughts, experiences, learning and challenges with the content, submitted at the beginning of class on the day they are due. The link for these modules is https://ssw.umich.edu/my-ssw/msw-forms/modules

2. Logic Model/Program Description paper – (Individual/Group of 2-3) due anytime from 6/9/20-6/16/20 by 11:59pm. (15%) The purpose of a logic model is to specify a program for evaluation and its theory of change. You will use a program either at your field placement or a current/previous human services organization you have been involved with (employed/volunteered) This written assignment requires the articulation of the 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. In addition to the one-page model, students will also write a brief description of the model, including what there is to evaluate within this program. 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.

3. Weekly Discussion Board-beginning week 3-5/26/20 (Individual) (15%). Due Monday’s 6pm In this assignment you are asked to post questions, comments, perspectives, etc using Discussion Board on the course Canvas site, titled 'Weekly Discussion Board' For some weeks I have asked for your posts to be specific, but this does not limit having other posts as well for that week.

4. Evaluation Planning Quiz Due- (Individual) 6/23/20 (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.

5. Data Visualization Slides (Individual or Group of 2-3) Due 7/7/20 (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).

6. Group Project: Presentation and Slide Deck- (Group) Due 7/14/20 or 7/21/20 (15%)
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 instructor. Students will meet with the client, engage in evaluation planning, and implement an evaluation plan (including 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.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation/Engagement</td>
<td>On-going and as assigned throughout the semester</td>
<td>20%</td>
</tr>
<tr>
<td>Includes attending class session and engaging with the content during class and on Canvas, discussion board, homework, ungraded quizzes</td>
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<tr>
<td>6 Web-based learning Modules</td>
<td>5/19, 6/2, 6/9 (two due), 6/16, 7/23</td>
<td>10%</td>
</tr>
<tr>
<td>Logic Model/Program Description</td>
<td>Anytime from 6/9/20-6/16/20</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Discussion Board</td>
<td>Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Evaluation Planning Quiz</td>
<td>6/23/20</td>
<td>10%</td>
</tr>
<tr>
<td>Data Visualization slides</td>
<td>7/7/20</td>
<td>15%</td>
</tr>
<tr>
<td>Group Presentation/Report</td>
<td>7/14/20 OR 7/21/20</td>
<td>15%</td>
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There will assignments involving exercises/study questions on the course material to be done during the week. These assignments have been designed to assist you in learning the course content and writing your papers. They are tools to help you, thus the focus in feedback is grading them is not so much on the content, but on the effort made to do the assignment. They will be a part of your participation and engagement grade. For example there will be a homework assignment to move you forward in doing the logic model.

d. Attendance, participation and course engagement: Reference link to the general Policy on Class attendance in the MSW Student Guide is- https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance.
Specific to this course, class attendance, participation and engagement are very important in this class and is 20% of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend the on-line weekly session prepared to participate. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or
assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for Technical, linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will attend all on-line sessions, for the scheduled amount of time however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my prior approval).

Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (3 or more) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor (possibly with their advisor) to discuss their attendance and a plan of action to not miss anymore classes. Note that, even if you are absent from a class session, you are still responsible for submitting and assignments/home work due that day.

Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending the on-line session, this includes signing in late or leaving coming leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session available on canvas and make arrangements to complete work missed during the class session.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey's, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating class activities will see the impact in their grade.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class

- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses.
- Listening Skills: Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.

**e. Grading**
Assignments will be uploaded to canvas for grading. Assignment are to be submitted to CANVAS by 11:59pm on the date they are due, unless otherwise noted in the syllabus

Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.
- All papers are to have a cover page, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.
- APA formatting:
  Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.
- Use the outline format in the assignment description, using headings appropriate to APA format.
- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and 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) and life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work your will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or http://www.socialworkers.org/pubs/code/default.asp

Deadline Expectations: All assignments are due (submitted on canvas by 11:59pm) on the day they are due, unless noted differently on the syllabus or assignment instructions. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s due date. Unless an extension contract has been arranged between a student and me, before the due date of the assignment, any assignment that is not completed on the due date will be assigned 0 points. All assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s due date. Unless an extension contract has been arranged between a student and me, before the due date of the assignment, any assignment that is not completed on the due date will be assigned 0 points. All assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Letter grade scales from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- **A-**, **A**, or **A+**: Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.

- **B+**: Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.

- **B**: Mastery of subject content at level of expected competency – meets course expectations

- **B-**: Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

- **C+**, **C**, or **C-**: Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

- **E**: Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I grade based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

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.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction as well as Student Grievance Procedures at https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other’s different perspectives and experiences. I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

Course Conduct

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.

2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.

3. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

4. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.

5. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.

6. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.

7. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

8. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption
that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

9. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

b. Safety and emergency preparedness: (This will not apply during remote teaching)

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.

Refer to https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement to read more about the School of Social Work's emergency policies and procedures.

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 (2) 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.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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-ADAcompliance@umich.edu.

Additional resources:

- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts at https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/
- View the annual Campus Safety Statement

C. Mental health and Well being:

The University of Michigan is committed to advancing the mental health and wellbeing of its 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, or https://caps.umich.edu/
- University Health Service (UHS) at (734) 764-8320 or https://www.uhs.umich.edu/mentalhealthsvcs
- UM Medical Center Psychiatric Emergency Services, 734-996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); http://www.psych.med.umich.edu/pes/
- UM Sexual Assault Prevention & Awareness Center (SAPAC), 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); http://www.umich.edu/~sapac/
- or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.
- Additional campus health and wellness resources can be found at https://ssw.umich.edu/student-life/health-safety
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

d. Teaching evaluations:
Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted.

e. 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 the instructor before the second class period so that they 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.

For more information please refer to the following resources.
SSW Resources
DEI Office: (diversityequityinclusion@umich.edu)
Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources
https://www.mypronouns.org/what-and-why/
https://www.glsen.org/article/pronouns-resource-educator

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Refer to Spectrum Center’s map of gender inclusive restrooms on campus.

f. Accommodation for students with disabilities
If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at https://ssd.umich.edu/documentation
Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website http://ssd.umich.edu/, or Email ssdoffice@umich.edu.

g. 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 notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: https://www.provost.umich.edu/calendar/

**h. Military deployment:**
Information and resources for students called to action while enrolled in school can be found at http://vets.umich.edu/life-at-michigan/military-deployment/

**i. Writing Skills and Expectations:**
Strong writing and communication skills are essential to students’ academic success and professional career. For assistance writing contact

The **Writing Coordinator for the School of Social Work** to meet 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 and/or Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (http://www.lsa.umich.edu/swc/). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.

**j. Academic Integrity:**
**Plagiarism** – not referencing another’s words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. Please refer to your electronic Student Guide to the Master’s in Social Work Degree Program at https://ssw.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.

**k. Electronic Devices and Computers in class**
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be use during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.
**Class Schedule: SYLLABUS: tentative:**
The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic</th>
<th>Asynchronous Work Before Class</th>
<th>Assignments to turn in or do before class</th>
</tr>
</thead>
</table>
| 1 5/12/20   | Course introduction, & Overview | 1. “Grinnell”: Chap 1 (skim) | • Student Information Sheet  
• Survey- What you need |
| 2 5/19/20   | Accountability in Program Evaluation & Different Methods | 1. “Grinnell”: Chap 2, 3 and 4 (pgs 58-62)  
• Program Evaluation Skills Survey |
| 3 5/26/20   | Designing a Program, Theories of Change & Logic Models | 1. “Grinnell”: Chap 7 and 8  
2. Watch “Fresh Look at Logic Models” Video and post questions/thoughts on weekly discussion board  
3. Review sample logic models (canvas module week 3: 5/26) | • Homework exercise due: Developing field placement evaluation plan  
• Choose program for logic model  
• Post questions/thoughts on weekly discussion board specific to the assigned video |
| 4 6/2/20    | Evaluation Planning (questions, ethics) | 1. Grinnell”: Chap 5 and 6  
2. *NIDA*-Chapters 3 & 4 (Developing Questions)  
• Watch Stanford Prison Study video. Post questions/thoughts on weekly discussion board specific to the assigned video. |
| 5 6/9/20    | Qualitative Studies: Design & Data Collection | 1. “Grinnell”: Chap 11, 12 and 13  
2. Watch video's:  
• How focus groups work  
• Focus groups  
• using in-depth interviews | • Logic Model Due  
• Web-modules:  
✓ Sampling methods  
✓ Data collection methods  
• Comment on videos in weekly Discussion Board/discuss in class |
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| 6 6/16/20  | Quantitative Data Collection Methods | 1. “Grinnell” Chap 15,16, and 17  
2. Sample Demographics Survey Questions  
• Web module (Evaluation design rigor)  
• Pick 3 discussion questions from assigned chapters to answer. 1 answer to post on weekly discussion board/answer another post. 2 questions to discuss in class  
• Find a standardized instrument to share with class |
| 7 6/23/20  | Data Analysis (Qualitative & Quantitative) | 1. “Grinnell”: Chap 19 and 20  
2. NIDA- Chapter 8 (Analysis)  
3. Decision making flow chart  
5. Watch Video's  
• How to use excel for data analysis at  
• Tour of Excel | • Evaluation Planning Quiz  
• Web module (Statistical tests)  
• Find a standardized instrument to share with class |
2. Watch Dr. Stephanie Evergreen lecture on Data Visualization:  
3. Chart Chooser  
4. Data Visualization Principles and Checklist | 5. Post questions/comments to weekly discussion board |
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<tbody>
<tr>
<td>9 7/7/20</td>
<td>Communicating and Reporting Culturally Responsive Evaluation</td>
<td>1. “Grinnell”: Chap 6, 21 2.</td>
<td>• Data visualization slides due  • Find and post on weekly discussion board an evaluation report and say why choose this report</td>
</tr>
</tbody>
</table>