



Course title:	Evaluation in Social Work
Course #/term:	683-002, Fall 2020
Time and place:	Wednesday 5pm-8pm, Online
Credit hours:	3
Prerequisites:	SW 522
Instructor:	Katie Schultz
Pronouns:	She/Her/Hers
Contact info:	Email: katieasc@umich.edu Please include SW 683 in email subject line
Office hours:	Monday 4-5pm and Friday 12-1pm; Please schedule meetings using this link: Schultz: Office Hours

In the spirit of healing and health, I acknowledge and honor that the University of Michigan, resides on the traditional territories of the Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

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 Objectives

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.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)

c. 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.

d. 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.

2. Class Requirements

a. Text and class materials

There is one required book for the course: 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 online through UM Library: [Link to Text](#)
If you have issues accessing the text, please contact our Social Work librarian, Darlene Nichols (dpn@umich.edu), or [Ask a Librarian](#).

Assigned readings and other materials will be posted on Canvas under Modules → Week #. Please let me know if any materials are inaccessible (e.g., articles are not compatible with a screen reader or videos do not include closed captions).

b. Class schedule

PLEASE NOTE: This syllabus is a working document. Changes to the schedule, materials, or course will be announced via Canvas. Be sure that you **have Canvas Announcements enabled** (Account → Notifications → Announcement).

Readings, videos, and other class content for each week can be found under the Modules in Canvas.

Week 1: 9/2

- Topics:** Introductions to the course and each other
- Who is in “the room”?
 - What is evaluation? What is social work evaluation?
 - What will this semester look like?
- Due:** Skills Survey

Week 2: 9/9 – No synchronous #ScholarStrike for Racial Justice

- Topics:** Logic Models, Part 1

Week 3: 9/16

- Topics:** Logic Models, Part 2 and Community-engaged Evaluation
- Due:** Web Module: Evaluation Questions
Web Module: Evaluation Types

Week 4: 9/23

- Topics:** Qualitative Data Collection
- Due:** Logic Model Draft
Web Module: Sampling Methods
Web Module: Data Collection Methods

Week 5: 9/30

- Topics:** Qualitative Data Analysis

Week 6: 10/7

- Topics:** Quantitative Data Collection
- Due:** Logic Model

Week 7: 10/14

- Topics:** Quantitative Data Analysis
- Due:** Web Module: Statistical Tests

Week 8: 10/21**Topics:** Data Visualization**Week 9: 10/28****Topics:** Evaluation Planning
Due: Web Module: Evaluation Design Rigor
Evaluation Planning Quiz**Week 10: 11/4****Topics:** Culturally Responsive Evaluation
Due: Data Visualization**Week 11: 11/11****Topics:** Flex Class: Catch up, emerging content, revisit topics
Work on Presentations (in class)**Week 12: 11/18****Topics/Due:** Group Presentations**Week 13: No Class****Week 14: 12/2****Topics/Due:** Group Presentations**c. Assignments**

Assignments should be submitted via Canvas before the start of class on their due date unless otherwise specified.

Assignment	Percent	Due
Engagement	25	Ongoing
Web Modules	10	Multiple (3, 4, 7, & 9)
Logic Model	15	Week 6
Evaluation Planning Quiz	10	Weeks 9
Data Visualization Slides	15	Week 10
Group Project	25	Weeks 12 & 14

Web Modules: These [modules](#) were designed to support out-of-class learning and supplement class materials. Throughout the semester, you will complete 6 evaluation modules (approximately 20 minutes each) and upload certificates of completion.

Logic Model: 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: Students who have mastered logic modeling can choose to develop 10 slides to reflect a program's theory of change, output metrics, outcome metrics, and impacts.

Evaluation Planning Quiz: 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: You will work individually or in pairs to prepare graphic results grounded in data visualization principles and facilitate a data interpretation session with classmates.

Group Project (Presentation and Slide Deck): Work in small groups to plan and implement a short-term community-based evaluation project. The projects will be identified by students (usually field placement projects) or by the instructor. Groups will meet with the client, engage in evaluation planning, and implement an evaluation plan (including analysis of data). Using data visualization principles, generate a slide deck of results (at least 15 slides) to present to the client at the end of the term. Groups will also 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.

Alternate Assignment: Work in small groups to prepare a professional presentation of an evaluation plan. Case studies will be identified by students or the instructor. Using data visualization principles, students will generate a slide deck (at least 15 slides) to facilitate a presentation and discussion about their plan 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.

Engagement: Includes engaging with the content during class and on Canvas, completing discussions, assignments, ungraded quizzes, etc. Active, purposeful engagement in class discussion and activities and demonstration of professionalism are paramount for successful completion of this course. In addition to attending class, you are expected to arrive having reviewed assigned materials and be prepared to actively participate in the learning process.

There will be a series of ungraded quizzes, discussion prompts, and in class group work to help you take in the content; honest attempts at these will be factored in to the engagement grade. There are analytics on Canvas that show me whether and how you have engaged with the content.

d. Attendance

If you need to miss class, please contact me in advance *at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency*. Routine tardiness that disrupts the class will be considered in your class engagement grade. Note: If you are absent from class, you are still responsible for any assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

Letter grades are assigned to point totals according to the following scale:

100 = A+	87-89 = B+	77-79 = C+
94-99 = A	83-86 = B	73-76 = C
90-93 = A-	80-82 = B-	70-72 = C-

Late Assignment Policy: Please communicate with me as soon as possible if you anticipate problems with a due date. Unless this is due to an unexpected event/emergency, requests for an extension on an assignment must be made at least 48 hours in advance. Without advance arrangements, assignments turned in after the due date/time will receive a 3% deduction from for each day past due and not accepted after one week.

I will do my best to assess and provide feedback on your work. If you believe you have been graded inaccurately or unfairly on an assignment, please submit the mistake you believe has been made and the alternate grade you suggest. Challenges to a grade must be in writing, specific, and based on substantive arguments (or mathematical errors). I reserve the right to re-grade the work. This may result in a higher or lower grade and that grade will be final.

See also: [Grades in Academic Courses and in Field Instruction](#); [Student Grievance Process](#); and [Grades for Special Circumstances](#) in the MSW Student Guide.

f. Class Recording and Course Materials

Course content may be audio/video recorded and made available to other students in this course. As part of your participation, you may be recorded. If you do not wish to be recorded, please contact me to discuss alternative arrangements. Students may not record or distribute class activity without written permission from me, except as part of accommodations for students with disabilities. If you have an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings, please share that with me in advance of any recording. Recordings may only be used for your private use. Additional information on class recordings can be found here: [Recording and Privacy Concerns FAQ](#)

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

Mental health and well-being

If you or someone you know is in need of support, services are available.

- [Counseling and Psychological Services](#) (CAPS) located at the Tappan Street Auxiliary Building on 609 Tappan Street across from the Ross Business School; (734) 764-8312
- We have an embedded CAPS Counselor at SSW, Alejandro Rojas, LMSW, who is dedicated to supporting the well-being of social work students and the SSW community. All services are free and confidential. Email aroja@umich.edu to set up a consultation.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

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

Accommodations for students with disabilities

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information or to schedule an appointment, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

Writing skills and expectations

Strong writing and communication skills are essential to your academic success and professional career. The School has a Writing/Study Skills Coordinator, Betsy Williams, who can help with writing, presentations, and other tasks. For resources on writing, references (including APA style), study tips, or to set up an appointment with Betsy, visit ssw.umich.edu/writing-help.

Other UM resources include the [English Language Institute](#) and the [Sweetland Writing Center](#). Sweetland offers one-to-one, online writing assistance at any stage of writing. You can get help with understanding assignments, generating ideas, developing arguments, organizing and structuring, using evidence and sources, and clarifying your expression.

Unless noted, all assignments should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. The [Purdue Owl website](#) is very helpful resource for assistance with APA formatting.

Academic integrity and plagiarism

Do not plagiarize. Information on academic integrity policies can be found in the [MSW Student Guide](#). Test your knowledge on plagiarism [here](#).

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

- Safety and emergency preparedness
- Religious/spiritual observances
- Military deployment
- Teaching evaluations
- Proper use of names and pronouns, how to change those in Wolverine Access, and a map of gender inclusive bathrooms

Inclusive Language

The words we use can make the difference between positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. 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 and inequitable systems. Please pay close attention to your language when speaking about cultural communities that you do not identify with. In doing so, please do your very best to:

- Respect and use contemporary and relevant language around social identities;
- Use language that recognizes varying abilities and is not ableist;
- Use language inclusive of diverse global contexts; and
- Provide developmental and educational support of others who may be unfamiliar with inclusive language practices.

It is expected that we all commit to using the correct name and pronouns of each other and our guests. Names and pronouns may change over time. Should someone accidentally use the wrong name or pronoun, acknowledge the mistake, apologize, and move on with the correct version. Example: “As he was saying. I’m sorry; I meant to say, as they were saying, that was a very interesting article.”

I invite you to bring it to my attention if I use language about a social identity or community that is harmful, dated, disrespectful, or otherwise problematic.