



Course title:	Evaluation in Social Work
Course #/term:	SW 683a, Section 003, Fall 2020
Time and place:	Thursdays, 9am – 12pm, B780 SSWB <ul style="list-style-type: none">• Hybrid Group B• In-person classes on 9/10, 10/1, 10/22 and 11/12
Credit hours:	3
Prerequisites:	SW 522 or permission of instructor
Instructor:	Dr. Katrina R. Ellis (or Professor Katrina Ellis)
Contact info:	Email: kahe@umich.edu Phone: (734) 615-3487 <ul style="list-style-type: none">• Include “SW 683” in the subject line of the email• You may expect a response within 2 business days
Office:	3849 SSWB
Office hours:	Tuesdays (variable times) and by appointment <ul style="list-style-type: none">• Meetings available via phone and videoconference• Schedule meetings via my UM Google Appointment Calendar; email directly for alternate times

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 Objectives and Competencies

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)

d. Course Design

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

e. Curricular Themes

- Behavioral and Social Science Research: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.
- Multiculturalism & Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

- **Promotion, Prevention, Treatment & Rehabilitation:** Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce risk of onset of problems and promote healthy development.
- **Social Justice:** Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

f. Relationship to Social Work Ethics and Values

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

g. Intensive Focus on PODS

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

2. Class Requirements

a. Text and Class Materials

The required course materials include: a textbook, supplemental materials, journal articles, web modules and videos. The required text is available through the UM Library (electronic version) or can be ordered online. The supplemental materials and journal articles are available on Canvas. They are organized according the session when they will be discussed in class. Required readings for each class session will be discussed. Web modules were designed to support asynchronous learning. Other resources are available online or at the graduate library as noted. Please note: The instructor reserves the right to adjust aspects of the syllabus as needed, including, but not limited to, readings and assignment descriptions.

Required Text

Grinnell, R., Gabor, P., & Unrau, Y. (2019). *Program evaluation for social workers: Foundations of evidence-based programs* (8th ed.). New York, NY: Oxford University Press. Print ISBN: 9780190916510; EBook ISBN: 9780190064754.

UM Library / ProQuest Ebook Central provides access to a [free electronic copy the Grinnel \(2019\) textbook](#).

[How-to videos and FAQs](#) are available for more information about accessing the UM Library / ProQuest Ebook Central.

Supplemental Texts

Relevant sections of these materials are available on Canvas.

Smith, M.J. (2010). *Handbook of program evaluation for social work and health professionals*. New York, NY: Oxford University Press.

NASW Code of Ethics (2008). Section 5.02 Research and Evaluation.

Royce, D., Thyer, B., & Padgett, D. (2010). *Program evaluation: an introduction* (5th ed.) Wadsworth Cengage Learning: United States. [note: 6th edition also available]

W. K. Kellogg Foundation (2010). *Logic model development guide*. Battle Creek, MI: W.K. Kellogg Foundation.

W. K. Kellogg Foundation (2004). *Evaluation handbook*. Battle Creek, MI: W.K Kellogg Foundation.

W. K. Kellogg Foundation (2004). *The step-by-step guide to evaluation: How to become saavy evaluation consumers*. Battle Creek, MI: W.K Kellogg Foundation.

Journal Articles

Journal articles compliment the course texts. They are available on Canvas.

Web Modules

[Several web modules](#) compliment course content and allow students to gauge skill development and comprehension.

Other Helpful Resources

These resources are included here as recommendations for more in-depth study.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.

Rosenthal, J. (2012). *Statistics and data interpretation for social work*. New York, NY: Springer Publishing Company.

Newcomer, K.E., Hatry, P.H., & Wholey, J.S. (Eds.). (2015). *Handbook of practical program evaluation* (4th ed.). Hoboken, NJ: Jossey-Bass.

b. Class Schedule



We are in [Hybrid Group B](#). Our in-person classes are scheduled to meet on 9/10, 10/1, 10/22 and 11/12 in B780 SSWB. [See Canvas for details about pre-class, live, and enrich & engage activities](#). Required readings should be completed before class meetings; additional (optional) readings and resources are available on Canvas.

Date	Agenda	Required Readings & Assignments (see Canvas for details about pre-class, live, and post-class activities)
Week 1 September 3	Welcome and Overview	<ul style="list-style-type: none"> Grinnell, Chapter 1 ✚ Enrich & Engage Activity: Evaluation Questions Web Module
Week 2 September 10 	Introduction to Program Evaluation and Evaluation Ethics	<ul style="list-style-type: none"> Grinnell, Chapters 3 & 5 NASW Code of Ethics, Evaluation & Research Standards ✚ Enrich & Engage Activity: see Week 2 Content Discussion
Week 3 September 17	Describing the Program & Logic Modeling	<ul style="list-style-type: none"> Grinnell, Chapter 8 Mulroy, E.A. & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. <i>Social Work</i>, 49(4), 573-586. ✚ Enrich & Engage Activity: Evaluation Types Web Module
Week 4 September 24	Evaluation Types; Role of Culture and Context in Evaluation	<ul style="list-style-type: none"> Grinnell, Chapters 2 & 6 Askew, K., Beverly, M. G., & Jay, M. L. (2012). Aligning collaborative and culturally responsive evaluation approaches. <i>Evaluation and Program Planning</i>, 35(4), 552-557. <p>Assignment Due: Client Interview Summary Report by 5pm on Friday, September 25th.</p>

Date	Agenda	Required Readings & Assignments (see Canvas for details about pre-class, live, and post-class activities)
Week 5 October 1 	Needs Assessments & Process Evaluations	<ul style="list-style-type: none"> Grinnell, Chapters 11 & 12 Nolin, J., Wilburn, T., Wilburn, K., and Weaver, D. (2006). Health and social service needs of older adults: Implementing a community-based needs assessment. <i>Evaluation and Program Planning</i>, 29(3), 217-226. <p>✚ Enrich & Engage Activity: see Week 5 Content Discussion</p>
Week 6 October 8	Outcome Evaluations	<ul style="list-style-type: none"> Grinnell, Chapter 13 Nonprofit Vote. (2012). <i>Can Nonprofits Increase Voting Among Their Clients, Constituents, and Staff? An Evaluation of the Track the Vote Program</i>. Retrieved from https://www.nonprofitvote.org/2012-evaluation-nonprofits-increase-voting/ <p>Assignment Due: Logic Model by 5pm on Friday, October 9nd.</p>
Week 7 October 15	Designing the Evaluation; Participatory Methods	<ul style="list-style-type: none"> Grinnell, Chapter 16 Braverman, M. T., & Arnold, M. E. (2008). An evaluator's balancing act: Making decisions about methodological rigor. <i>New Directions for Evaluation</i>, 2008(120), 71-86. <p>✚ Enrich & Engage: Evaluation Design Rigor Web Module</p>
Week 8 October 22 	Qualitative Methods in Evaluation (Data Collection)	<ul style="list-style-type: none"> Grinnell, Chapter 17 Schaal, J. C., Lightfoot, A. F., Black, K. Z., Stein, K., White, S. B., Cothorn, C., ... & Mouw, M. S. (2016). Community-guided focus group analysis to examine cancer disparities. <i>Progress in community health partnerships: research, education, and action</i>, 10(1), 159. <p>[Week 8, continued below]</p>

Date	Agenda	Required Readings & Assignments (see Canvas for details about pre-class, live, and post-class activities)
		<ul style="list-style-type: none"> ✚ Enrich & Engage: Data Collection Methods Web Module
Week 9 October 29	Qualitative Methods in Evaluation (Data Analysis)	<ul style="list-style-type: none"> • Royse Chapter 4: Qualitative and Mixed Methods in Evaluation • Lazzari, M., Amundson, K., & Jackson, R. (2005). "We are more than jailbirds": An arts program for incarcerated young women. <i>Affilia</i>, 20(2), 169-185. <ul style="list-style-type: none"> ✚ Enrich & Engage: Sampling Methods Web Module
Week 10 November 5	Quantitative Methods in Evaluation (Data Collection)	<ul style="list-style-type: none"> • Grinnell, Chapters 15 & 19 • Lietz, P. (2010). Research into questionnaire design. <i>International Journal of Market Research</i>, 52(2), 249-272. <ul style="list-style-type: none"> ✚ Enrich & Engage: Statistical Tests Web Module <p><u>Student selection of final assignment format</u> due on Canvas by 5pm on Friday, November 6th.</p>
Week 11 November 12 	Quantitative Methods in Evaluation (Data Analysis)	<ul style="list-style-type: none"> • Royse Ch 14 (5th edition): Data Analysis • <i>Additional reading based on student interests</i> <p><u>Assignment Due:</u> Data Collection & Measurement by 5pm on Friday, November 13th.</p>
Week 12 November 19	Evaluation Reporting and Utilization	<ul style="list-style-type: none"> • Grinnell, Chapters 20 & 21 • Mowbray, C. T., Bybee, D., Collins, M. E., & Levine, P. (1998). Optimizing Evaluation Quality and Utility under Resource Constraints. <i>Evaluation and Program Planning</i>, 21(1), 59-71. <ul style="list-style-type: none"> ✚ Enrich & Engage: See Week 12 Content Discussion

Date	Agenda	Required Readings & Assignments (see Canvas for details about pre-class, live, and post-class activities)
Week 13 November 26	NO CLASS	NO CLASS
Week 14 December 3	Class Presentations	<u>Assignment Due:</u> Student presentation materials or written evaluation plans due by 5pm on Wednesday, December 2 nd .

c. Assignments

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

There are four graded assignments in this course. There will be many more opportunities to assess progress in student learning through ungraded activities and exercises. Assignments should be submitted using [APA style 7 formatting](#). **Submit all graded assignments on Canvas.**

Maximum Points

15 pts: Enrich & Engage Exercises

20 pts: Client Interview & Guided Summary

20 pts: Logic Model

20 pts: Data Collection & Measurement

25 pts: Evaluation Plan

100 pts

Assignment	Due date	Percent of Overall Grade
Enrich & Engage Exercises	Designed to be completed throughout the term. Each exercise is worth 1-2 points. Final deadline for completion is 5pm on last day of class, December 3 rd .	15% There is no grace period. Late submissions will not be accepted after 5pm on the last day of class.
Client Interview & Summary Report	Due on Canvas by 5pm on Friday, September 25 th	20%
Logic Model	Due on Canvas by 5pm on Friday, October 9 th	20%
Data Collection & Measurement	Due on Canvas by 5pm on Friday, November 13 th	20%
Evaluation Plan	Student presentation materials or written evaluation plans due on Canvas by 5pm on Wednesday, December 2 nd .	25% There is no grace period. Late submissions will result in a 10% reduction in final grade.

Enrich & Engage Activities. Throughout the term, students will have the opportunity to completely various activities designed to enrich their learning of course content and engagement with the course material. These activities are designed to be completed during the weeks in which we are covering related content; students have the option of completing the activities before or after class meeting for that week. More details about these activities are found on Canvas. The final deadline for completion of these activities is 5pm on the final day of class; no late submissions will be accepted.

Client Interview and Summary Report. Students will work with their field instructor to select a program or problem within the agency for evaluation. Students will complete a client interview (likely with the field instructor) and write a summary report or record a short video detailing key information about the program that will be used to guide their work this semester (i.e., logic model, data collection and measurement, and evaluation plan). We will discuss this assignment during our first class meeting and more details will be uploaded to Canvas by Week 2. Preliminary information for this assignment is needed for our class discussion on Week 3. The final summary report is due on Canvas by 5pm on Friday, September 25th. Students may work on the client interview and summary report individually or in pairs.

Logic Model. The purpose of a logic model is to specify a program for evaluation and its theory of change. This written assignment requires the articulation of a program's theory of change using a one-page logic model format. The logic model will include:

1. Inputs or resources: a description of program participants, need, target population, community partners, funding or system conditions that led to the need for the program
2. Planned activities: major program components, detailed activities, tasks, actions, and events undertaken to change, prevent or treat the problem or need
3. Outputs: tangible products resulting from activities
4. Outcomes: expected program outcomes that may be defined as short-term, immediate, and/or long term

Relationships between the activities, outputs, and outcomes through the use of arrows or other visual cues to show which activities lead to which outputs and which outputs lead to which outcomes.

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. A *revised* logic model will be submitted as part of the Evaluation Plan at the end of the semester. More details about the assignment will be provided during class and uploaded to Canvas by Week 3.

The logic model is due on Canvas by 5pm on Friday, October 9th. Students may work on the logic model individually or in pairs.

Data Collection & Measurement. Students will write a 1-2 page single-spaced description of how and where they will get data for evaluation of the program described in their summary report and the measure(s) that will be used to collect the data. A *revised* data collection & measurement plan will be submitted as part of the Evaluation Plan at the end of the semester. More details about the assignment will be provided during class and uploaded to Canvas by Week 6. The data collection and measurement summary is due on Canvas by 5pm on Friday, November 13th. This is an individual assignment.

Evaluation Plan. Each student will design an evaluation plan for the program specified. Students will identify and choose the type of evaluation that is appropriate to answer questions compatible with a program's developmental stage and provide a detailed plan of evaluating the program. This plan will include *revised* versions of earlier class work. Note: this is not a completed evaluation; this is the detailed plan for an evaluation. Student may submit this evaluation plan in a presentation or a written plan. More details about the assignment will be provided during class and uploaded to Canvas by Week 8.

Students must notify the instructor via Canvas of their chosen format for the final assignment (presentation or written) by 5pm on Friday, November 6th.

Student presentation materials or written evaluation plans due by 5pm on Wednesday, December 2nd. There is no grace period for submission of the final assignment. This is an individual assignment.

d. Attendance and Class Participation

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

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

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide. Also see information regarding COVID-19 (section K) Health-Related Class Absences below (section L).

e. 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

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

Late Assignments. Assignments are due at or before the dates listed on the syllabus. Please submit all work on time. Except where indicated, late assignments will be graded as follows:

- There is a 24-hour, penalty-free grace period. For example, if an assignment is due on August 12th at 12pm, and it is submitted before August 13th at 12pm, there will be no penalty.
- If an assignment is submitted after the grace period, the grade will be reduced by 10%. For example, if an assignment was due on August 12th at 12pm and it was submitted after August 13th at 12:01pm, it would be penalized by 10% (grade of 95% would be 85% after penalty).
- There is no grace period for the final assignment. Late submission of the final assignment results in a reduction of the grade by 10%.

Contact the instructor as soon as possible if you anticipate your assignment will be submitted after the grace period.

Assignment Grade Dispute Process. If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting Dr. Ellis. Disputes must be explained in writing (not verbally), must be specific, and must be based on substantive arguments (or mathematical errors). General references to “fairness” are not adequate explanations for disputes. 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. See also: MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found on the [Recording and Privacy Concerns FAQ](#).

g. Electronic Devices

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

h. Writing Skills and Expectations

Strong writing and communication skills are essential to students' academic success and professional career. I will consider writing quality in grading. Proofread written work carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Assignments should be submitted using [APA style 7](#) formatting unless otherwise notes.

The Writing Skills/Study Skills Coordinator for the School of Social Work is open to meeting with students during the writing process. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. The Writing Coordinator's office is housed within the Career Services Office. For more information, please see the [SSW Writing Assistance website](#).

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

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

- [English Language Institute](#)
- The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. Please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can [register with them online and schedule an appointment](#).

Finally, [Purdue University's OWL website](#) is an excellent resource for general writing and formatting advice.

i. Communication with Dr. Ellis

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

j. 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. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here](#). Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

k. 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](#).

I. 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.

Additional School and University policies, information and resources are available on the UM-SSW website, in the section on [Standard School and University Policies, Information and Resources](#). More information is provided about the following:

- *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*