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. Describe how program evaluation and research inquiry is used by social workers to advance practice, policy, and service delivery effectiveness.

2. Describe how to use evaluation and research to support anti-racist practices and social justice.

3. Demonstrate how to specify a program’s operation (mechanisms) using a logic model format.

4. Complete an outcome evaluation plan of a social work practice, program or intervention, including the selection of standard scales and/or culturally responsive outcome collection methods.

5. Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness.

6. Demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels.

7. Describe strategies for involving stakeholders in translating and disseminating data results using multiple formats.

d. Course design
This course is completely online but will employ multiple pedagogical methods in synchronous (together) and asynchronous (self-paced) formats, including live and recorded lectures, participatory peer discussions, written assignments, student consultation, existing media and online exercises. Guest speakers may be invited to address special topics using pre-recorded or live lectures.

e. Curricular themes

Theme Relation to Social Justice
Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce risk of onset of problems and promote healthy development.

Theme Relation to Behavioral and Social Science Research
Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

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

Text and class materials


- The book is ACCESSIBLE FOR FREE to read all and download select pages online at the UM library (log in required).

- Expectations for reading: To fully engage in the course topics and dialogue with course colleagues during online class sections, it is expected that students will complete all required readings, assignments and learning activities and discussion.

b. Class schedule

*Agenda and schedule may change. A detailed agenda, required readings and course materials, assignments and due dates are on the course’s canvas site (go to home page).

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Online modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/10</td>
<td>Introduction to course and program evaluation&lt;br&gt;Text: Chapter 1</td>
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<tr>
<td>5/24</td>
<td>Logic models&lt;br&gt;Text: Chapter 7 &amp; 8&lt;br&gt;Optional reading: W.K. Kellogg Step-by-Step Guide to Evaluation (pages 103-132)</td>
<td>Name of the program for your logic model, due 5/27</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<td>------</td>
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<td></td>
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<tr>
<td>5/31</td>
<td>Holiday, no class</td>
<td></td>
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</tbody>
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| 6/7  | Evidence-based programs, preparing for evaluations, and needs assessments  
**Text:** Chapter 9, 10, 11  
**Optional reading:** W.K. Kellogg Step-by-Step Guide to Evaluation (pages 49-69)  
Web Module: Evaluation Design Rigor, due 6/7 |
| 6/14 | Types of evaluations: Process & Outcomes  
**Text:** Chapter 12 & 13  
**Optional reading:** W.K. Kellogg Step-by-Step Guide to Evaluation (pages 25-36)  
Web Module: Evaluation Types, due 6/14  
Logic model due 6/20 |
| 6/21 | Measuring program outcomes and using evaluation designs  
**Text:** Chapter 15 & 16  
Web Module: Sampling Methods, due 6/21 |
| 6/28 | Collecting data and selecting a sample, making decisions  
**Text:** Chapter 17 & 20  
**Optional reading:** W.K. Kellogg Step-by-Step Guide to Evaluation (pages 141-182)  
Web Module: Data Collection Methods, due 6/28 |
| 7/5  | Holiday, no class |
| 7/12 | Qualitative data collection  
Web Module: Statistical tests |
| 7/19 | Data analysis workshop |
| 7/26 | Effective communication and reporting  
**Text:** Chapter 21  
**Optional reading:** W.K. Kellogg Step-by-Step Guide to Evaluation (pages 183-209)  
Outcome evaluation plan 7/25 |
| 8/2  | Presentations, Course wrap  
Infographic due 8/2 |

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Logic model</td>
<td>15</td>
<td>6/20</td>
</tr>
<tr>
<td>Outcome evaluation plan</td>
<td>20</td>
<td>7/25</td>
</tr>
<tr>
<td>Infographic*</td>
<td>20</td>
<td>8/2</td>
</tr>
<tr>
<td>Web modules</td>
<td>20</td>
<td>Varies</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
<td>8/2</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
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*For HRSA or Detroit Clinical Scholars, please do the quality improvement project in lieu of the infographic project.

d. Attendance and class participation (20pts)

Students are expected to arrive on time and stay throughout all class sessions. Attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. Many opportunities will be given for students to participate, including short, in-class exercises, break-out group discussion sessions, and online discussions. Good attendance and active participation will be rewarded when calculating the final grade. More than two unexcused absences will result in the lowering of your grade.

**No-shows:** Life happens... *It is important that you talk to the instructor asap about a missed session.* Missing any class without prior approval from the instructor or an adequately documented emergency (as determined by the instructor on a case-by-case basis) reduces your letter grade by one full step (e.g., from A to B). Missing four classes (with or without adequately documented emergencies) results in a failing grade (F).

**Late assignments:** Students are expected to submit assignments on time. Contact the instructor if there are extenuating circumstances and more time is needed. Without prior arrangement, any assignments turned in after its due date will be receive a 20% penalty (e.g., a 20-point assignment will get a 4-point reduction) for every day it is late.

e. Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+: ≥99</td>
<td>The grade of A+ will rarely be used and, in general, students should not expect to receive this grade on an assignment. This grade signifies work that goes beyond the content of the course and the expertise students are expected to master. An A+ is rare to obtain but not impossible.</td>
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<tr>
<td>A: 95-98.9</td>
<td>The grade of A is used for assignments that demonstrate excellence. These grades are reserved for student work which not only demonstrates excellent mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student.</td>
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<td>A-: 90-94.9</td>
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<tr>
<td>B+: 88-89.9</td>
<td>A grade of B+ is given to work determined to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material.</td>
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<tr>
<td>B: 83-87.9</td>
<td>A &quot;B&quot; grade is given to student work meeting the basic requirements of the assignment. It denotes that the student has done adequate work and meets basic course expectations.</td>
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<tr>
<td>B-: 80-82.9</td>
<td>The grade of &quot;B-&quot; denotes that a student’s performance was less than adequate on an assignment, reflecting only a moderate grasp of expectations and/or content.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
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A grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>D+ to F</td>
<td>Grades between D+ and F reflect a failure to meet the minimum standards, reflecting serious deficiencies in all aspects of performance on the assignment.</td>
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<td>(below 70)</td>
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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.

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.

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

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