Course title: Evaluation in Social Work
Course #/term: SW 683-006, Spring/Summer 2021,
Time and place: Monday’s 1pm-5pm Virtually: On-line (Zoom)
Credit hours: 3
Prerequisites: SW522 or permission of instructor
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: Virtual-online video and phone
Office hours: Monday’s 8-12:30; Tuesday’s 8-12:30; 1:30-5:0 & by appointment

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 and Content:
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.

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.

b. Course Competencies (Practice Behaviors) and 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.)
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:

c. 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 is completely online but will employ multiple pedagogical methods in synchronous (together) and asynchronous (self-paced) formats, include short live and pre-recorded lectures, participatory peer discussions, written assignments, student consultation, existing media, and online exercises/activities. Guest speakers may be invited to address special topics using pre-recorded or live lectures. Skills will be learned, practiced, and applied in class-based and project-based experiences and assignments (oral, written, presentations and group work).
Synchronous class: Each week we will have synchronous (live) class time for a 2-hour block. We will discuss how best to organize this in the first-class session. However, to optimize our time together, acknowledge our (limited) attention spans, and to follow online teaching best practices, I will strive to keep lecture short and have various activities to apply the lecture topics and increase your skills.

Asynchronous class: In addition to our limited synchronous time together, you are expected to engage in our course content via our Canvas modules, discussion boards and other course assignments each week (can be found on course schedule in the third column titled Asynchronous work & assignments Due. I highly encourage you to keep pace week by week with the asynchronous materials (including group work). This will keep you on track.

Teamwork and collaboration is a central focus of the course design. To mirror the partnerships that social workers participate in at micro, mezzo and macro levels, students will have the experience to collaborate on teams, give and receive constructive feedback, and contribute to and manage complex projects, and navigate relationships with colleagues.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation, and their support for the learning of their colleagues in the classroom. This type of design relies on the full participation and contributions of everyone to reach our highest potential as a group. Students must come to each class sessions prepared to fully engage to get the most out of this class. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

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.

- Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
- We will discuss many of the readings, podcast, videos in class and/or through discussions (on canvas or Google docs), 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.

You need to take responsibility for letting me know if some discussion of a topic, concept, framework would be useful or interesting, and let me know if you have a question or are not sure you see the relevance of something.

d. 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.
1. **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.

2. **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.

3. **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.

e. **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 undergird 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).

f. **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.

g. **Anti-Oppression Statement**:
As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.
2. CLASS REQUIREMENTS

a. Text and class materials: This course draws from the required textbook (listed below), supplemented with required readings, videos, and podcast’s of course concept examples, available on CANVAS at least 3 weeks in advance of when they are due. By the end of May 2021, 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 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 front page-Course Introduction and Welcome page is displayed. If you click on ‘Click here to begin the tutorial’ it will take you to the modules. I organize the course using modules-one module for each class session (labeled with the week number, date of the class session and topic-(ex/ Week 1: 5/10-Introduction to Course and Program Evaluation). For each week’s module the required readings, videos, podcasts are first (have week number and Read/Watch/Listen), followed by the PPT and any supplemental handouts/things to review/or exercises). There may be a separate module, for assignment explanations and resources, other separate modules for optional readings/other resources, mid-semester course evaluation, etc

Required Text

This book is available to read online though 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 e-book 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 other 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: 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: Readings, Videos, Podcasts, Websites to do before class</th>
<th>Assignments/Activities to turn in or do before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 5/17/21</td>
<td>Accountability in using Research &amp; Evaluation to Combat Racism &amp; Injustice.</td>
<td>Read  • “Grinnell”: Chapter 4 (pp. 58-62)  • Haugen &amp; Chouinard (2019) Beyond Theory: Locating Power in Culturally Responsive Evaluation Practice  • *Symonette, H., Miller, R. L., &amp; Barela, E. (2020). Power, privilege, and competence: Using the 2018 AEA Evaluator Competencies to shape socially just evaluation practice.</td>
<td>• <strong>Student Information Sheet</strong>  • <strong>Read through syllabus-questions?</strong>  • <strong>Discussion Posts</strong>  • for third required reading*  • <strong>What to evaluate for outcome eval assignment</strong></td>
</tr>
<tr>
<td>3 5/24/21</td>
<td>Logic Models, Theories of Change, Different Methods &amp; Outcomes</td>
<td>Read  • “Grinnell”: Chap 2 &amp; 8  • Campbell, Patterson, &amp; Bybee. (2011). Using mixed methods to evaluate a community intervention for sexual assault survivors: A methodological tale, <em>Violence against Women</em>, 17(3), 376- 388.</td>
<td>• <strong>Web-module (types of evaluations)</strong>  • <strong>Choose program for logic model.</strong>  • <strong>Collaboration Notes on video</strong></td>
</tr>
<tr>
<td>5/31/21</td>
<td>NO Class: Memorial Day</td>
<td></td>
<td><strong>Evaluation Project:</strong> choose program for outcome evaluation/logic model and working on logic model.</td>
</tr>
<tr>
<td>Week &amp; Date</td>
<td>Class Content/Topic</td>
<td>Asynchronous: Readings, Videos, Podcasts, Websites to do before class</td>
<td>Assignments/Activities to turn in or do before class</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4 6/7/21   | Evaluation Planning (questions, ethics/culture) | Read  
- Grinnell”: Chap 5 and 6  
- NIDA-Chapters 3 & 4 (Developing Questions)  
Watch  
- Prof Shawna Lee’s Interview with Professional Evaluator  
- The Stanford Prison Experiment  
- Developing an Evaluation Plan (questions, designs, embedding equity, case study) UofM PEG Podcast  
- Dr. Michael Karcher: Evaluation of Youth Mentoring Program  
Review  
- Schusterman Foundation Data Playbook- What Data to collect- Define key Questions & Define Measurement Purpose |  
- Web-module (evaluation questions)  
- Logic Model Due  
- Watch Stanford Prison Study video. Post questions/thoughts on weekly discussion board specific to the assigned video.  
**Evaluation Project:** teams complete logic model. Work on evaluation outcome questions. Exploring other type of evaluation questions |
| 5 6/14/21  | Qualitative Studies: Design, Sampling & Data Collection | Read  
- “Grinnell”: Chap 11, 12, 15 (pp. 271-274) & 17  
Watch- 5 videos (are between 4-7 minutes)  
- Conducting a Focus Group  
- How focus groups work?  
- Most Significant Change  
- 7 tips for good survey questions  
- Using in-depth interviews  
Review  
- Schusterman Foundation Data Playbook- How to Collect Data- specific to qualitative studies. |  
- Discussion Post: comment on 3 of the 5 videos  
- Web-modules:  
  ✓ Sampling methods  
  ✓ Data collection methods  
**Evaluation Project:** Logic model reviewed and graded with feedback. Evaluation questions(s) finalized. |
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic</th>
<th>Asynchronous: Readings, Videos, Podcasts, Websites to do before class</th>
<th>Assignments/Activities to turn in or do before class</th>
</tr>
</thead>
</table>
| 6 6/21/21  | Quantitative Data Collection Methods & Designs | **Read**  
  - “Grinnell” Chap 13, 15(pp 274-281), 16, & 17  
  - Sample Demographics Survey Questions  
  - Visit: Standardized Instrument Search at  
    http://guides.lib.umich.edu/tests OR  
    http://www.eric.ed.gov  
**Watch**  
  - Evaluation Methods: Outcomes UofM PEG Review  
  - Schusterman Foundation Data Playbook- What Data to collect- specific to outcome evaluation |  
  - Web module (Evaluation design rigor)  
  - *Find a standardized instrument to share with class.*  
**Evaluation Project:** Developing measurement and data collection plan to answer evaluation questions(s) |
| 7 6/28/21  | Data Analysis (Qualitative & Quantitative) | **Read**  
  - “Grinnell”: Chap 19 and 20  
  - NIDA- Chapter 8 (Analysis)  
  - Dabbling in the Data Guide  
  - Statistics Guide (statistical terms & procedures)  
**Watch**  
  - How to use excel for data analysis video.  
  - Tour of Excel Video Review  
  - Schusterman Foundation Data Playbook- Making Meaning (all sections) |  
  - Web module (Statistical tests)  
  - Group Data Collection/Measurement Plan due  
**Evaluation Project:** Develop and solidify data analysis plan. |
| 7/5/21     | No Class: Independence Day |  |  |
| 8 7/12/21  | Data Visualization & Chart Making | **Read**  
  - Data Visualization Principles and Checklist  
  - Chart Chooser Handout  
  - ADA Compliant Material  
**Watch**  
  - Dr. Stephanie Evergreen video lecture on data visualization  
  - Several short videos on data visualization  
  - Data Visualization Basics- UofM PEG Group |  
**Discussion post: Data Visualization Example**  
**Evaluation Project:** Data analysis, think about the important findings to be included along with how to disseminate findings (data visualization & report) |
### Asynchronous:

**Readings, Videos, Podcasts, Websites to do before class**

1. "Grinnell": Chap 21
2. How can we use evaluation findings to reflect on and adjust our work? [www.racialequitytools.org](http://www.racialequitytools.org)
3. Schusterman Foundation Data Playbook-Communicating Results (All sections)

**Assignments/Activities to turn in or do before class**

- Data visualization slides assignment due
- *Find and post on weekly discussion board an evaluation report and say why choose this report.*
- Submit Group Presentations Due

**Evaluation Project:** Teams complete evaluation report, data visualization and dissemination of findings. Begin work on presentation recording.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic</th>
<th>Asynchronous:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 7/19/21</td>
<td>Effective Communication and Reporting</td>
<td>Read</td>
</tr>
<tr>
<td>10 7/26/21</td>
<td>Empowerment Participatory Approaches</td>
<td>Read</td>
</tr>
<tr>
<td>11 8/2/21</td>
<td>LAST CLASS Course wrap-up Feedback, future learning &amp; Closure</td>
<td>• Group Program Evaluation Presentations Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Evaluation Project:</strong> Teams present outcome program evaluation plan. Consultation with instructor</td>
</tr>
</tbody>
</table>

### Assignments:

There are 5 graded assignments for this course, and various homework/mini 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 canvas, in the assignments tab. 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 be working a team of 3-4 students. You will be developing a program outcome evaluation plan group presentation report based on a *program* at one of your team member’s field placement.
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 5/24, 6/7, 6/14 (two due), 6/21, 6/28 by 12:00pm (15%)
   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/mysw/msw-forms/modules

2. Logic Model/Program Description paper – (Group) due anytime from 6/7/21 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 at your field placement. 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. Group Data Collection/Measurement Plan with standardized outcome measure- (Group) due 6/28/21 by 11:59pm (20%).
   Students will write a 1 (ONE) page single-spaced description of how and where they will get data for evaluation of the program described in their logic model and the measures that will be used to collect the data. As part of this work, you will identify an instrument that could be used for evaluating the program. The discussion of the instrument should attend to the following: the theory base used in the development of the instrument; the populations/samples upon whom the instrument was developed and/or standardized for; brief summary of available evidence on steps taken to ensure the reliability and validity of the measure; and ease of administration and completion.

4. Data Visualization Slides (Individual) Due 7/19/21 at 11:59pm (10%)
   To understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities to foster changes in programs/policies. Students will work individually to prepare graphic results grounded in data visualization principles. From the data they are suing for their teams outcome program evaluation.

6. Recorded Group Outcome Evaluation Plan Presentation/Report with slide deck. (Group) Due 7/26/21 presented to class 7/26 or 8/2 (20%)
   Over the course, students will work in small groups to plan and implement a short-term community-based outcome evaluation project. The projects will be identified at a student’s field placement with approval 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. All members of the group are expected to participate in the project and the presentation. Students will facilitate a data interpretation session of results with classmates and with the community client (as feasible).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation/Engagement Include attending class sessions and engaging with the content during class and on Canvas, quizzes, on-line discussions, asynchronous activities/exercises, skill development homework, participation, and page views on Canvas.</td>
<td>On-going and as assigned throughout the semester</td>
<td>20%</td>
</tr>
<tr>
<td>6 On-line Learning Modules</td>
<td>5/24, 6/7, 6/14 (two due), 6/21, 6/28</td>
<td>15%</td>
</tr>
<tr>
<td>Group Logic Model/Program Description</td>
<td>6/7/21</td>
<td>15%</td>
</tr>
<tr>
<td>Group Data Collection/Measurement Plan with standardized outcome measure</td>
<td>6/28/21</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Data Visualization slides</td>
<td>7/19/21</td>
<td>10%</td>
</tr>
<tr>
<td>Group Outcome Evaluation Plan Presentation/Report</td>
<td>7/26/2 OR 8/2/21</td>
<td>20%</td>
</tr>
</tbody>
</table>

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. The are identified in the course outline in the column titled Assignments/Activities to turn in or do before class and are in bold and italic font. Additionally in your teams you will be working off of a program evaluation template to be completed during your group meeting sessions and submitted to me for feedback as you progress through the course.

**Attendance, Participation and 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, participation and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. 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. If you have difficulties participating in discussion for linguistic, cultural,
or other reasons, let us discuss them individually and we will 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 classes, for the entire identified 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 (more than 3) 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.

Coming to or leaving class mid-way is considered an absence. When we are on-line please use your cameras during activities and discussions so we can get to know each other. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and 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 from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. 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 and/or who are using electronic devices not related to 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.

- **GRADING**

  It is important to keep in mind that you are not your grade! Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

  **Excellent Work**
  Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 93 range constitute an A minus which translates to a 3.7. Students display excellent work (beyond course expectations) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student’s work.

  **Good Work**
  Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translate to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to a 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the “excellent” category.

  **Work Minimally Meets Course Expectations**
  Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitute a C plus which translates to a 2.3. Grades in the 74 to 77 range constitute a C which translates to a 2.0. Grades in the 71 to 73 range constitute a C minus which translates to a 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

  **Failing Work**
  Grades in the 0 to 70 range constitute an F which translates to a 0.0. Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.
<table>
<thead>
<tr>
<th>Assessment Classification</th>
<th>Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Work (above course expectations)</td>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>91-93</td>
<td>A -</td>
<td>3.7</td>
</tr>
<tr>
<td>Good Work (meets course expectations)</td>
<td>88-90</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>84-87</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>81-83</td>
<td>B -</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor Work (meets minimal course expectations)</td>
<td>78-80</td>
<td>C +</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>74-77</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>71-73</td>
<td>C -</td>
<td>1.7</td>
</tr>
<tr>
<td>Failing Work</td>
<td>70-0</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

More information on 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](#). Here are some resources around [testing and grading from CRLT](#).

Expectations for assignments
1. 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.

2. **All papers are to have a cover page**, reference page and any needed appendices. 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)

3. 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:** Review the [MLibrary APA Citation Guide](#) as needed. The [Purdue Owl website](#) is another helpful resource for assistance with APA formatting.

4. 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 at the beginning of class on the dates specified. 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.

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

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 people’s 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 regarding any of the aforementioned contexts could result in a loss of participation/engagement points.

- Other Policies

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.

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.

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.

Inclusivity Policy
Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

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