The Online Classroom

Definitions

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

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

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

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

Credit for the above goes to Katie Doyle-Clinical Faculty

1. Course Statement

   a. Course description
   This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

   b. Course Content
   This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for social work practice. Students will examine the evaluation of social work programs with particular attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Students will be introduced to models of evaluation derived from social science and social work theory and research. They will learn to apply these models as they develop skills in critically assessing evaluation methods within the social context.
c. Course Objectives and Competencies

Course Objectives: upon completion of this course, students be able to
1. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.)
2. Specify a program for evaluation and its theory of change. (Practice Behavior 10.d.)
3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practices Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
6. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.)

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

d. Course Design: Pedagogical Approach & Teaching Philosophy

This course is designed to increase students' comfort level, knowledge base and skills in program evaluation in research informed-practice and practice-informed research and to critically analyze, monitor, and evaluate interventions.

This course promotes and integrates both classroom and community learning experiences. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work). I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions and class activities.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren't sure you see the relevance of something
e. Relationship of the Course to Curricular Themes

- **Multiculturalism and diversity**: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender, [including gender identity and gender expression], relationship status, national origin, race, religion or spirituality and sex and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

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

- **Promotion and Prevention**: Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce risk of onset of problems and promote healthy development.

- **Social Science**: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

f. Relationship to Social Work Ethics and Values

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

g. Intensive Focus on PODS (Privilege, Oppression, Diversity, & Social Justice)

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

1. Text and Class Materials

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

How I organize the CANVAS site: I have organized the course using modules-one module for each class session (labeled with the week number and the date of the session-ex/ Week 1: 5/10). For each weeks module the required readings are first, followed by the PPT and any supplemental handouts/readings/or exercises).

Required Text

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

If you would prefer a hardcopy of the text the ISBN is ISBN-13: 978-0190916510 or ISBN-10: 0190916516 and you can buy or rent the book on-line from Amazon or from websites specific to textbooks. (Readings from the text will be designated as “Grinnell” on the class schedule).

2. Class Schedule

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic</th>
<th>Asynchronous Work Before Class</th>
<th>Assignments Due Prior to Class Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: May 10th, 2021</td>
<td>Course Introduction</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Additional Notes</td>
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<tr>
<td>Week 2: May 17th, 2021</td>
<td>Using Evaluation to Combat Racism &amp; Injustice</td>
<td>Grinnell Chapter 1 &amp; 2 Racial Equity Tools &amp; Glossary</td>
<td>N/A</td>
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<tr>
<td></td>
<td></td>
<td>Beyond Theory: Locating Power in Culturally Responsive Evaluation Plans</td>
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<tr>
<td>Week 3: May 24th, 2021</td>
<td>Logic Models &amp; Outcomes</td>
<td>1. Grinnell: Chap 7 and 8</td>
<td>Name of Program for Logic Model (Due 5/28/21 at 11:59 p.m.)</td>
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<tr>
<td></td>
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<td>2. Review sample logic models (canvas module week 3: 5/26)</td>
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<tr>
<td>Week 4: June 7th, 2021</td>
<td>Evaluation Planning &amp; Standard Scales</td>
<td>1. Grinnell: Chap 5 and 6</td>
<td>Web Module: Evaluation Types (Due 11:59 p.m.)</td>
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<td></td>
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<td>2. Podcast: Evaluation of Youth Mentoring Program</td>
<td>Time for Logic Model Work in Class</td>
</tr>
<tr>
<td>Week 5: June 14th, 2021</td>
<td>Qualitative Data Collection</td>
<td>1. Grinnell: Chap 11, 12 and 13</td>
<td>Web Module: Evaluation Questions (Due at 11:59 p.m.)</td>
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<td></td>
<td>2. Perspectives of Aging Well: A Focus Group Study</td>
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<td></td>
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<td>3. Watch video's:</td>
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<tr>
<td></td>
<td></td>
<td>a. How focus groups work</td>
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<tr>
<td></td>
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<td>b. Focus Groups Videos</td>
<td></td>
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<tr>
<td>Week 6: June 21st, 2021</td>
<td>Quantitative Data Collection</td>
<td>1. Grinnell: Chap 15, 16, &amp; 17</td>
<td>Web Module: Sampling Methods (Due at 11:59 p.m.)</td>
</tr>
</tbody>
</table>
| Week 7: June 28th, 2021 | Data Analysis | 1. Grinnell: Chap 19 and 20  
2. Dabbling in the Data Guide | Web Module: Data Collection Methods  
(Due by 11:59 p.m.) |
|-------------------------|---------------|---------------------------------|--------------------------------------------------|
| Week 8: July 12th, 2021 | Data Visualization & Chart Making | 1. How to Choose a Chart Visual Guide  
2. Bar Chart Example  
3. Watch: Video Lecture with Dr. Stephanie Evergreen  
4. Watch: Lots of Data Visualization Videos | Web Modules Due: 1.) Statistical Tests  
2.) Evaluation Design Rigor |
| Week 9: July 19th, 2021 | Consultations with Instructor | 1. Grinnell: Chap 6 & 21  
2. How Can We Use Evaluation Findings to Reflect On and Adjust Our Work | Data Visualization Slides Due: 7/23/21 at 11:59 p.m. |
Week 11: August 2\textsuperscript{nd}, 2021 & Course Wrap-Up & TBD & Outcome Evaluation Plan: Due 8/6/21 at 11:59 p.m.

Note: All deadlines are 11:59 p.m. of the identified due date unless otherwise specified. There is a list of supplementary materials on Canvas, should you wish to further explore the content of any module.

1. Assignments

There are 4 graded assignments for this course, and various homework assignments along with the expectation of both class participation (attending on-line class sessions and engagement (described below in the assignments table) and which is 20% of your grade. A brief description of each assignment can be found below. Tentative due dates will be determined by 5/17/21. A more detailed description of each assignment and accompanying rubrics will be posted to the “Assignments” page of the course canvas site.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Web-Based Learning Modules</td>
<td>6/7, 6/14, 6/21, 6/28, 7/12</td>
<td>100 pts. (20%)</td>
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<tr>
<td></td>
<td>(two due)</td>
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<tr>
<td>Logic Model</td>
<td>Name of Program: 5/26/21</td>
<td>75 pts. 15%</td>
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<td></td>
<td>Optional Draft: 6/11/21</td>
<td></td>
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<tr>
<td></td>
<td>Final: 6/25/21</td>
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<tr>
<td>Data Visualization Assignment</td>
<td>7/23/21 at 11:59 p.m.</td>
<td>100 pts. (20%)</td>
</tr>
<tr>
<td>Outcome Evaluation Plan</td>
<td>8/6/21 at 11:59 p.m.</td>
<td>125 pts. (25%)</td>
</tr>
<tr>
<td>Course Participation</td>
<td>N/A</td>
<td>100 pts. 20%</td>
</tr>
</tbody>
</table>

1. Six web-based learning modules- (Individual)(20%) 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.

2. Logic Model/Program Description paper – (15%) The purpose of a logic model is to specify a program for evaluation and its theory of change. You will use a program either at your field placement or a current/previous human services organization you have been involved with (employed/volunteered) This written assignment requires the articulation of the program’s theory of change using a one-page logic model format. The logic model will include (1) a description of program participants and system conditions that led to the need for the program, (2) major program components, (3) detailed activities, and (4) expected program participant outcomes. In addition to the one-page model, students will also write a brief description of the model, including what there is to evaluate within this program. Citations for references and resources used in the development of the logic model (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) should be provided in APA format.

3. Data Visualization Slides (Individual or Group of 2-3)(15%) To understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies. Students will work individually to prepare graphic results grounded in data visualization principles. Students will facilitate a data interpretation session of results with classmates and with the community client (as feasible).

4. Outcome Evaluation Plan: This assignment seeks to serve as a culmination of learning for the course. Participant’s will outline specific outcome questions, examine the selected design, discuss the data collection process, and explore how results could be utilized to improve practice.

5. Course Participation (20%): See below.
Due dates for all assignments will be posted by 5/17/21 on canvas and syllabus.

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

a. Attendance and Class Participation

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

Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. It is expected that students will attend all on-line sessions, for the scheduled amount of time however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies, observance of religious holy days, and/or other unexpected needs.

Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (3 or more) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor (possibly with their advisor) to discuss their attendance and a plan of action to not miss anymore classes. Note that, even if you are absent from a class session, you are still responsible for submitting and assignments/home work due that day. Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending the on-line session, this includes signing in late or leaving coming leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session available on canvas and make arrangements to complete work missed.
during the class session. Your participation grade includes ability to discuss ideas
with colleagues in a respectful manner, engage in reflective learning, and the sharing
of your experiences, current events or literature specific to the material being
discussed and demonstration that required readings, modules, homework and other
(survey's, vignettes) class learning have been completed by sharing and asking
relevant questions in class. I encourage you to be actively present during class,
students not participating class activities will see the impact in their grade.

b. **Grading From MSW Student Guide policies on Grades in Academic
Courses and in Field Instruction**

Letter grades from A through E are given for class performance. Grades of A are
given for exceptional individual performance and mastery of the material. The use of
A+, A, and A– distinguishes degrees of superior mastery. B grades are given to
students who demonstrate mastery of the material: B+ is used for students who
perform just above the mastery level but not in an exceptional manner; B– is used for
students just below the mastery level. C grades are given when mastery of the
material is minimal. A C– is the lowest grade which carries credit. D grades indicate
deficiency and carry no credit. E grades indicate failure and carry no credit. Grading
Scale:

- 97-100 = A+
- 93-96 = A
- 90-92 = -A
- 87-89 = B+
- 83-86 = B
- 80-82 = B–
- 77-79 = C+
- 73-76 = C
- 70-72 = C–

Key grading criteria include: a) thoroughness and completeness of content; b) clarity
and logic of presentation; c) evidence of critical thought and self-reflection; and d)
writing and editing quality. 13 Late Assignment Policy: Please communicate with me
as soon as possible if you anticipate problems with a due date. Unless this is due to
an unexpected event/emergency, requests for an extension on an assignment
should be made at least 48 hours in advance. Please review the [Student Grievance
procedures](#) and policy for grading for special circumstances in the MSW Student
Guide.

c. **Class Recording and Course Materials**

As the instructor, I will record our live Zoom sessions and post them on Canvas for
those who are unable to attend, including those with unstable internet or other
accessibility concerns. The recording will only be shared with students who are
enrolled in the course. If you do not wish to be recorded, you may opt to keep your
camera off, participate by audio or chat-function only, and change your name in
Zoom to a pseudonym. Audio and video recording of in-class lectures and
discussions by anyone else 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.

d. 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 14 Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

e. 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