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

Course Statement

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.

Course objectives and competencies
1. Upon completion of the course, students will be able to:
2. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program's developmental stage. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)
4. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE)
6. 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)
7. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes. (Practice Behaviors 6.CO, 6.IP, 6.MHS, 6.SPE, 10.d.CO, 10.d.IP, 10.d.MHS, 10.d.SPE)

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

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 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.

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.

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.

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).

Class Requirements

Text and class materials
The main textbook can be borrowed from the UM Library. All non-textbook readings are posted to Canvas in modules (available one week before class). In order to fully engage in the course, students are expected to complete all required readings. The additional readings are available as resources, including examples of work products. The information presented in the readings and the online modules will be applied in class through exercises and assignments.


How I organize the Canvas site:
All of the important information you will need to navigate the course, including assignments, readings, and resources will be available in Canvas. I expect assignments to be uploaded in Canvas, but am open to communication via email, phone, or in
Canvas. If you have any questions about where information is in Canvas, let me know (there is a good chance I did something wrong on my end).

**Class schedule**

<table>
<thead>
<tr>
<th>Week - Date</th>
<th>Topic/Agenda</th>
<th>Asynchronous work before class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - May 10</td>
<td>Course intro and overview</td>
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</table>
| 2 - May 17  | Using research and evaluation to combat racism and injustice and trauma-informed evaluation | - Read: Beyond Theory: Locating Power in Culturally Responsive Evaluation Practice  
- Watch: AEA Anti-Racism Evaluation Panel  
- Review: Racial Equity Tools and Glossary  
- Read: Trauma Tip Sheet | - Access the web module |
| 3 - May 24  | Logic Models | - Review: example logic models  
- Read: Grinnell et al, Chapters 2 & 3  
- Read: Kellogg LM Guide pp. 1-30 | - Pick a program for logic model - be prepared to discuss in class  
- Watch “Fresh look at Logic Models” video |
| May 31      | Memorial Day - no class |                                |             |
| 4 - June 7  | Evaluation Planning | - Read: Grinnell et al, skim Chapters 7 & 8  
- Watch: Prof. Lee’s interview with professional evaluator  
- Listen: Podcast of youth mentoring | - Logic Model DRAFT due  
- Web modules  
- Evaluation Questions  
- Evaluation Types |
| 5 - June 14 | Qualitative Data Analysis | - Read: Kellogg LM Gide pp. 35-48  
- Review: Evaluation flashcards  
- Read: Most Significant Change Technique: A guide to its use. pp. 15-44  
- Watch: focus group videos | - Web modules  
- Sampling Methods  
- Data Collection Methods |
| 6 - June 21 | Quantitative Data Analysis | - Read: Grinnell et al, skim Chapters 15, 16, 17  
- Read: “Teaching Inferential Statistics to Social Work Students: A decision-making flowchart” BEFORE Stats web module  
- Watch: 7 tips for good survey | - Logic Model due  
- Web module  
- Statistical Tests |
| 7 - June 28 | Data Analysis | - Read: Grinnell et al, skim Chapters 19, 20 | - Web module  
- Evaluation Design Rigor |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5</td>
<td></td>
<td></td>
<td>July 4th - no class</td>
</tr>
<tr>
<td>8 - July 12</td>
<td>Read: Improving Mental Health in the Community: Outcome Evaluation OR</td>
<td>Read: Using client satisfaction to improve case management services for the elderly</td>
<td></td>
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<tr>
<td></td>
<td>Data Visualization</td>
<td>- Read: Evergreen, S., &amp; Metzner, C. Design principles for data visualization in evaluation.</td>
<td>- Outcome Evaluation Project - Phase 1 due</td>
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<td></td>
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<td>- Watch: MHEF video</td>
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<tr>
<td></td>
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<td>- Watch: Dr. Stephanie Evergreen lecture on Data Visualization: <a href="https://drive.google.com/file/d/1CipJTCb671eX9JOuQGhvyOINUip">https://drive.google.com/file/d/1CipJTCb671eX9JOuQGhvyOINUip</a> y7</td>
<td></td>
</tr>
<tr>
<td>9 - July 19</td>
<td>Consultation</td>
<td>TBD</td>
<td>- Data Visualization due</td>
</tr>
<tr>
<td>10 - July 26</td>
<td>Presentations</td>
<td>TBD</td>
<td>Outcome Evaluation Plan due at end of last class</td>
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<td>11 - August 2</td>
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**Assignments and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement: including engagement activities, active participation in discussions, contributing with questions and ideas</td>
<td>Throughout</td>
<td>17%</td>
</tr>
<tr>
<td>Web Modules</td>
<td>Multiple</td>
<td>18%</td>
</tr>
<tr>
<td>Logic Model (or alternate)</td>
<td>6/14</td>
<td>20%</td>
</tr>
<tr>
<td>Data Visualization Slides</td>
<td>7/19</td>
<td>15%</td>
</tr>
<tr>
<td>Outcome Evaluation Plan</td>
<td>8/2</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Course Engagement (17%)**
I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged in the class. Class attendance in synchronous sessions is imperative for both your own learning and the learning of your peers, and certainly for my learning. There will be a series of ungraded quizzes, discussion prompts, and in class group work to help you take in the content; honest attempts at all of these will be factored into the engagement grade. There are analytics on Canvas that show me whether and how you have engaged with the content.

Web Modules (18%):
There are six web modules
https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/
1. Evaluation Questions - Formulating an appropriate evaluation question to drive the evaluation design
2. Evaluation Types - Determining the appropriate type of evaluation
3. Evaluation Design Rigor - Determining how rigorous an evaluation design is
4. Sampling Methods - Determining what kind of sampling method to use
5. Data Collection Methods - Finding out the appropriate way to collect the information you need
6. Statistical Tests - Selecting the appropriate statistical test to use
A screenshot of your completion will need to be uploaded to Canvas for credit.

Logic Model (20%):
To specify a program for evaluation and its theory of change. This written assignment requires the articulation of a program’s theory of change using a one-page logic model format. The logic model will include
1. a description of program participants and system conditions that led to the need for the program
2. major program components
3. detailed activities
4. expected program participant outcomes.
Include Reference/Resources (i.e. published references, theorists, research studies, program handbooks, and/or interviews with program staff) used in the development of the logic model.

Alternate Assignment for Logic Model (20%):
Students who have mastered logic modeling can choose to complete this alternate assignment. Students will develop 10 slides to reflect a program's theory of change, output metrics, outcome metrics, and impacts.

**Data Visualization Slides (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).

**Outcome Evaluation Plan (30%)**
Each student will write a brief (2-3 page + appendices) evaluation plan to measure select program outcomes specified in the logic model assignment. Components of the plan will include:

1. the purpose of the outcome evaluation, key outcome questions
2. outcome design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design
3. data collection plan, including use of standard scale or rationale for why this is not feasible or culturally relevant, collection schedule, procedures, human subject protections
4. data analysis plan
5. plan for reporting and utilizing the results to improve practices

**Grading**

**Grade Calculation:**
Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>A+</td>
</tr>
<tr>
<td>94-99</td>
<td>A</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
</tr>
<tr>
<td>88-90</td>
<td>B+</td>
</tr>
<tr>
<td>84-87</td>
<td>B</td>
</tr>
<tr>
<td>81-83</td>
<td>B-</td>
</tr>
<tr>
<td>78-80</td>
<td>C+</td>
</tr>
<tr>
<td>74-77</td>
<td>C</td>
</tr>
<tr>
<td>71-73</td>
<td>C-</td>
</tr>
<tr>
<td>68-70</td>
<td>D+</td>
</tr>
</tbody>
</table>
Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

**Late Assignments:**
Assignments are due at or before the dates/times listed on the syllabus and on Canvas. Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

**Grade Dispute Process:**
If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the

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**Additional Course Information and Resources**

**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.

**Health-Related Class Absences**
Please evaluate your own health status regularly and refrain from attending class 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