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 provide content on the logic of inquiry and the necessity for an empirical approach to social work practice. The process of formulating appropriate research questions, research design, sampling, methods of data collection, procedures to assess and improve the validity and reliability of data
and measures, and the ethics of scientific inquiry will be addressed. As consumers of research, students will learn to locate, assess and critique research studies so as to draw appropriate inference, particularly as it affects diverse populations. In addition, this course will provide students with an introduction to evaluation practice as a method of assessing social work practice, strengthening clients, communities, and service systems. Students will have an opportunity to plan an evaluation project, collect, analyze, report and interpret results. This course will help students understand social work practice through the critical examination of methods and approaches associated with decision-making, critical thinking, and ethical judgment.

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 Competencies (Practice Behaviors) and Objectives:
Course Objectives: upon completion of this course, students be able to:
1. Describe how program evaluation and research inquiry are used by social workers to advance practice, policy, and service delivery effectiveness (Essential 25, 44; EPAS 1, 4, 5, 9).
2. Describe how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
3. Demonstrate how to specify a program's operation (mechanisms) using a logic model format (Essential 21; EPAS 7, 8).
4. Complete an outcome evaluation plan of social work practice, program, or intervention, including the selection of standard scales and/or culturally appropriate outcome collection methods (Essential 27, 44; EPAS 1, 4, 5, 8).
5. Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness (Essential 44; EPAS 1, 5).
6. Demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels (Essential 7, 23, 24, 27; EPAS 4, 7, 8, 9).
7. Describe strategies for involving stakeholders in translating and disseminating data results using multiple formats (Essential 23, 25, 27, 44; EPAS 1, 4, 5, 8, 9).

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 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 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 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.

2. **CLASS REQUIREMENTS**

a. **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. These readings are integrated into each week’s lecture/discussion topic and may be supplemented by handouts and/or other readings 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, you will find all of your activates under the Modules tab. I organize 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- 5/16). For each week’s module the Zoom link for the lecture will be at the top. Followed by the power point lecture, activities and/or assignments due. Next there will be REVIEW, READ, WATCH sections with materials under each. In the introduction module, you will find the library online text for this class. You must be logged in to your umich account to gain access. There is also a link to the web-learning modules you’ll be using throughout the semester.

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 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 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:
The Course Schedule (and Canvas) 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 Work Before Class</th>
<th>Assignments and Activities Due</th>
</tr>
</thead>
</table>
| 1 5/11/21  | Course introduction, & Overview | 1. REVIEW  
 | | | a. Schusterman Foundation Data Playbook  
 | | | b. Glossary of Eval Terms  
 | | 2. READ  
 | | | a. AEA Guiding Principles  
 | | | b. “Grinnell”: Chap 1 (skim)  
 | | |  | • Co-Learning Agreement  
 | | | • Introduce Yourself  
 | 2 5/18/21  | Using research and evaluation to combat racism and injustice | 1. REVIEW  
 | | | a. Racial Equity Tools and Glossary  
 | | 2. READ  
 | | | b. “Grinnell”: Chap 5 & 6  
 | | | c. Power, Privilege and Competence Using the 2018 AEA…  
 | | 3. WATCH  
 | | | a. AEA Anti-Racism Evaluation Panel  
 | | |  | • Web-module  
 | | | o Evaluation Questions  
 | | | • Program Evaluation Skills Survey  
 | | | • Discussion: Measuring Love in the Journey for Justice  
 | 3 5/25/21  | Logic models, outcomes | 1. REVIEW  
 | | | a. Sample Logic Models  
 | | | b. Ecology Center Logic Model  
 | | | c. Building a Logic Model Interview Guide  
 | | 2. READ  
 | | | a. “Grinnell”: Chap 7 and 8  
 | | | b. “Grinnell”: Chap 11  
 | | 3. WATCH  
 | | | a. Watch “Fresh Look at Logic Models” Video  
 | | |  | • Fresh Look at Logic Models” Video and post questions/thoughts on weekly discussion board/google Docs. (Due 5/30)  
 | | | • Name of Program for Logic Model  
 | | | • Discussion: 1 Needs Assessment - Question  

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<tr>
<th>Date</th>
<th>Task Description</th>
<th>Contents</th>
<th>Notes</th>
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</table>
| 4 6/1/21 | Asynchronous Day Evaluation Planning, standard scales | 1. REVIEW  
   a. Umich Library Findings Test and Measures  
   b. Northville YAP Logic Model  
  2. READ  
   a. “Grinnell Chap 12,13 & 14  
  3. WATCH  
   a. Prof. Shawna Lee’s Interview  
   b. Podcast: Evaluation of Youth Mentoring Program. | - Web-module  
   - Evaluation Types  
   - Discussion: 2 Process Evaluation - Question  
   - Find a standardized instrument to share with class  
   - Logic Model Draft Due (optional) |
| 5 6/8/21 | Qualitative Data Collection | 1. REVIEW  
   a. Perspectives of Aging Well: A Focus Group Study.  
  2. READ  
   a. “Grinnell Chap 15  
   b. The Success Case Method  
  3. WATCH  
   a. How focus groups work  
   b. Most Significant Change, Beyond Numbers  
   c. Focus groups | - Logic Model/Program Description Due  
   - Discussion: 3 Process Evaluation - Question |
| 6 6/15/21 | Quantitative Data Collection | 1. READ  
   a. “Grinnell” Chap 16 & 17  
  2. WATCH  
   a. Survey design essentials  
   - Sampling Method  
   - Data Collection Methods  
   - Discussion: 4 Outcome Evaluation – Question |
| 7 6/22/21 | Data Analysis (Qualitative & Quantitative) | 1. READ:  
   a. “Grinnell”: Chap 19 and 20  
   b. Dabbling in the Data Guide from Public profit | - Web module  
   - Statistical tests  
   - Discussion: 5 Outcome Evaluation – Question |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8/29/21</td>
<td>Data Visualization, chart making</td>
<td>1. REVIEW</td>
<td>Data visualization slides due&lt;br&gt;Web module&lt;br&gt;- Evaluation Design Rigor&lt;br&gt;- Discussion: 6 Outcome Evaluation – Question&lt;br&gt;- Simulated Data from social service agency for data visualization.&lt;br&gt;- Discussion Data Visualization Examples Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. WATCH</td>
<td>Dr. Stephanie Evergreen lecture on Data Visualization&lt;br&gt;Lots of (short) Data Visualizations</td>
</tr>
<tr>
<td>7/6/21</td>
<td>Consultations with Instructor</td>
<td>1. READ</td>
<td>How Can We Use Evaluation Findings To Reflect On and Adjust our Work&lt;br&gt;- Discussion: 7 Process Evaluation – Question&lt;br&gt;- Data Project Results</td>
</tr>
<tr>
<td>7/20/21</td>
<td>Course wrap-up, extending the learning</td>
<td></td>
<td>Outcome Evaluation Plan</td>
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**c. Assignments:** There are 7 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) which is 5% 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 two places on canvas: 1) In the assignments tab and 2) in the corresponding module which indicates the due date. These assignments will also be discussed in class. The assignments have been color coordinated to correspond with the assignment table below.

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, on some engagements, be working with a team. A brief description of each assignment follows. These assignments will also be in canvas under the corresponding assignment. All graded assignments will be completed individually; with the exception of “Collaborative Notes”.

1. **Six web-based learning modules**-Due 5/18, 6/1, 6/15 (two due), 6/22,6/29 By 6:00 PM by 6:00pm (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 here (Self-Paced Learning Modules for Evaluation and Research).

2. **Collaborative Notes** – (group) Due 5/30/21 by 11:59pm (5%) Collaborative Notes from Video: https://youtu.be/wmzIheaNwT0?t=270 **Watch, from 4:30 to 1:03** “Fresh Look at Logic Models”. Each group will be assigned a topic from the video. Please include notes below the cells that correspond with your group. You can do this asynchronously, meaning that you don’t have to watch the video together. Each person can add some notes for their group’s section. If someone from your group has already added some notes, consider what you could add to make it clearer. At the end, we want this document to be a substitute for the video. Think of this document as something you could give someone else who hasn’t seen the video as a way to explain Logic Models. The link to the google doc is here. Please provide the names of the group members that contributed to the answers in the group topic box.

3. **Logic Model/Program Description paper** – due anytime from 6/1/21-6/7/21 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 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. There is an opportunity to turn in a Draft Logic Model for instructor feedback. This must be turned in no later than 6/7/21 for review. No drafts will be accepted after 6/7/21.

4. **Weekly Discussion Board**-beginning week 3-5/25/21(15%). Due Tuesdays by 6pm. In this assignment you are asked to post questions, comments, perspectives, etc. using Discussion Board on the course Canvas site. They are numbered 1-7- Questions. For some weeks I have asked for your posts to be specific, but this does not limit having other posts as well for that week. Unless otherwise specified, you will not be required to comment on other’s posts; however, your feedback is always appreciated and valued.

5. **Data Visualization Slides** Due 6/29/21 by 11:59pm (15%) Students will use this assignment to demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels. Students will analyze evaluation data and prepare graphic results using powerpoint/google slides (or other data applications). Each of the TWO slides needs to use a different type of visualization. For example, do not submit 2 bar charts. Submit one bar chart and one dot plot. Consider these options as you look of data for this assignment:

- Are there any data from your field placement that you can visualize? Most places at the very least have demographic data and satisfaction data.
- Are there any statistics or other data that you've recently read about that could benefit from visualization? Perhaps in another course? Perhaps related to social work employment trends?
- Do you have any presentations in another course that you have to do? You can use that data for this visualization assignment.
- Maybe you can think back to data that you've presented before that didn't quite align with data visualization principles...you can use that data.
- Here's some data that might be of interest to you. 2020 MSW Class Profile 20200820.pdf
Use this checklist to assess your slides before you submit for grade: [DataVizChecklist_May2016.pdf] Submit 2 slides for grading in PDF format. Please note: .pdf format will prevent distortions when you submit charts to canvas. Note: To be successful with this assignment, it is very important that you watch: Video lecture with Dr. Stephanie Evergreen first. You can find a resource and tutorial here.

6. **Data Project Results** – Due 7/6/21 by 11:59pm (10%) Students will use this assignment to demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels and how to describe strategies for involving stakeholders in translating and disseminating data results using multiple formats (course objectives). This assignment will be used to assess this CSWE competence: Social workers will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. The assignment will meet the HRSA and Detroit Clinical Scholars program quality improvement project requirements for AHEC (Area Health Education Center). See details below. For this assignment, students will be provided with short-term community-based raw data. You will be asked to analyze and report your findings/results. The project will be identified by the instructor. Given the short time frame, students will be provided with pre-existing program data that has been collected, but not analyzed. Students can engage in collecting new data, if feasible (HRSA & DCS)

- analyzed customer satisfaction survey data, including open-ended responses.
- collected and analyzed stories of impact interviews with program participants.
- collected and analyzed follow-up outcome e-survey data
- analyzed attendance and program drop-out data.

Data analysis (quantitative, qualitative, or both) is a requirement of the assignment. Using data visualization principles, students will generate a slide deck of results (5-10 slides) The students will identify actionable insights to improve processes and practice effectiveness.

**Quality Improvement Project for AHEC details**

HRSA and Detroit Clinical Scholars MSW students complete integrated health/inter-professional training. In addition to their core curriculum, they receive additional training as AHEC *(Area Health Education Centers) scholars in Michigan to supplement their education and prepare to work in underserved communities. As a part of AHEC, each scholar is required to complete a **quality improvement project in the community** with other professionals that directly impact patient/client care. These students will use this Data Project assignment to meet this AHEC requirement. Note: if you are using your own data from your internship; please discuss this with me prior to beginning this assignment.

7. **Outcome Evaluation Plan** – Due 7/20/21 by 11:59pm (20%) Students will use this assignment to demonstrate these CSWE competency expectations: (1) Social workers will select and use appropriate methods for evaluation of outcomes, (2) Social workers will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes, and (3) Social workers will critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Students will use this assignment to demonstrate these course objectives: (1) Complete an outcome evaluation plan of a social work practice, program or intervention, including the selection of standard scales and/or culturally responsive outcome collection methods, and (2) Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness.
Each student will write a brief (2-3 page) 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

(4) 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

(5) data analysis plan

(6) plan for reporting and utilizing the results to improve practices

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>6 Web-based learning Modules</td>
<td>5/18, 6/1, 6/15 (two due), 6/22, 6/29 By 6:00 PM</td>
<td>15%</td>
</tr>
<tr>
<td>“Fresh Look at Logic Models”</td>
<td>5/30/21 By 11:59 PM</td>
<td>5%</td>
</tr>
<tr>
<td>Logic Model/Program Description</td>
<td>Anytime from 6/1/21-6/8/21 By 11:59 PM (note, if turning in a draft, it must be turned in by 6/1/21 by 11:59 PM)</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Discussion Board (7)</td>
<td>Weekly starting Week 3 (5/25) By 6:00 PM</td>
<td>15%</td>
</tr>
<tr>
<td>Data Visualization slides</td>
<td>6/29/21 By 11:59 PM</td>
<td>15%</td>
</tr>
<tr>
<td>Data Project Results</td>
<td>7/6/21 By 11:59 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Outcome Evaluation Plan</td>
<td>7/20/21 By 11:59 PM</td>
<td>20%</td>
</tr>
<tr>
<td>Engagement Activities</td>
<td>Various</td>
<td>5%</td>
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There will be 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 they are ungraded. 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 following assignments/activities will be part of your engagement grade which is 5% of your final grade:

- Measuring Love in the Journey for Justice
- Preparing for Logic Model
- Name of program for Logic Model
- Find a Standardized Instrument
- Evaluation Report
- Data Visualization Examples

**d. Attendance, participation and course 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, we will have synchronous (live) class for about two hours with lectures, dialogue, and activities to put theory into practice. However, to optimize our time together, I acknowledge our (limited) attention spans and will follow online teaching best practices, I will strive to keep our live
sessions under two hours (plus breaks). Our class will begin promptly at 6 pm EST on Monday. These sessions will be recorded and posted to Canvas in the weekly modules within 24 hours of class.

I prefer that everyone use their laptops/computers with cameras on and using headphones, if available, this optimizes the online experience for everyone. Try to avoid using a phone whenever possible. I understand that may not be possible and it is not required to keep your camera on. If you do need to use the call-in only option, go to Zoom Information.

I understand that times are challenging, there is no attendance requirement for live sessions (I love to see your faces; though, so I do hope you'll join). If you do not attend synchronous class, you are expected to watch the recording prior to the next session.

The weekly Zoom link is: https://umich.zoom.us/j/92712481769

e. Grading
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

Expectations for assignments

- 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.
- **All papers** are to have a **cover page**, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. 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)
- 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:**
Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

- 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;

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• 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 (submitted on canvas by 11:59pm) on the day they are due, unless noted differently on the syllabus or assignment instructions. 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.

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "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. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

**Grading**
Each assignment will be given a letter grade. The criteria for each grade are as follows:

- **A-, A** Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and A+ is based on the degree of superiority to which these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations
- **B-** Less than adequate competency; but, demonstrates student learning and potential for mastery of subject content.
- **C+, C** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- **or C-**
- **E** Student has failed to demonstrate minimal understanding of subject content.

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.

<table>
<thead>
<tr>
<th>Assessment Classification</th>
<th>Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Work</td>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>(above course expectations)</td>
<td>91-93</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good Work</td>
<td>88-90</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>(meets course expectations)</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</td>
<td>78-80</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>(meets minimal course expectations)</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>

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

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

g. COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy.
Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

3. 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 peoples 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 with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

b. Safety and emergency preparedness: (This will not apply during remote teaching)

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

Refer to https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Be Prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at ssw-ADAcompliance@umich.edu.

**Additional resources:**
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts at https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/
- View the annual Campus Safety Statement

**c. Mental health and Well being:**
The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact
- **Counseling and Psychological Services (CAPS)** at (734) 764-8312, or https://caps.umich.edu/
- **University Health Service (UHS)** at (734) 764-8320, or https://www.uhs.umich.edu/mentalhealthsvcs
- **UM Medical Center Psychiatric Emergency Services.** 734-996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); http://www.psych.med.umich.edu/pes/
• **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); http://www.umich.edu/~sapac/
• or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.
• Additional campus health and wellness resources can be found at https://ssw.umich.edu/student-life/health-safety

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- **SSW Health and Wellness Guide**
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

d. **Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted.

e. **Proper use of names and pronouns**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

For more information please refer to the following resources.

SSW Resources
DEI Office: (diversityequityinclusion@umich.edu)
Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources
https://www.mypronouns.org/what-and-why/
https://www.glsen.org/article/pronouns-resource-educator

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Refer to Spectrum Center’s map of gender inclusive restrooms on campus.

f. **Accommodation for students with disabilities**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at https://ssd.umich.edu/documentation

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website http://ssd.umich.edu/, or Email ssdoffice@umich.edu.
g. Religious/spiritual observances:
An overview of the process for students who have conflicts with religious observances:
● Students are responsible for work acquired during their absence
● Students will have a reasonable alternative opportunity to complete any academic work
● Reasonable notice must be given to faculty before drop/add deadline of term
● Any concerns or conflicts should be brought to the Dean or Ombudsperson
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: https://www.provost.umich.edu/calendar/

h. Military deployment:
Information and resources for students called to action while enrolled in school can be found at http://vets.umich.edu/life-at-michigan/military-deployment/

i. Writing Skills and Expectations:
Strong writing and communication skills are essential to students’ academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.
For more information or to schedule an appointment, contact SSW Writing Assistance and/or Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (http://www.lsa.umich.edu/swc/ ). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.

j. Academic Integrity:
Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. Please refer to your electronic Student Guide to the Master’s in Social Work Degree Program at https://ssw.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.

k. Electronic Devices and Computers in class
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.
Please use your lab top during class for taking notes. It is not to be use during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.