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. Objectives.

- Examine how program evaluation and research inquiry is used by social workers to advance practice, policy, and service delivery effectiveness (Essential 25, 44; EPAS 1, 4, 5, 9).
- Discover how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
- Create a logic model to describe a program's operational processes and outcomes (Essential 21; EPAS 7, 8).
- Design 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 (Essential 27, 44; EPAS 1, 4, 5, 8).
- 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).
- Develop strategies to manage, analyze, and report data results to inform practice improvements at multiple levels (Essential 7, 23, 24, 27; EPAS 4, 7, 8, 9).
- Formulate strategies for involving stakeholders in translating and disseminating data results using multiple formats (Essential 23, 25, 27, 44; EPAS 1, 4, 5, 8, 9).
c. Design. Many different methods will be used for acquiring knowledge and skills including: discussion, lectures, projects, exercises, and lab work. This course is designed to increase students' comfort level with research methods and evaluation approaches to increase their appreciation of the relevance of research and evaluation for social work practice.

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

2. Class Requirements

a. Textbook & other readings

All other readings (articles and other guides), online videos, and podcasts are posted to Canvas in the relevant weekly module. The modules are organized in the order of the class sessions and will be open 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.

The Schusterman Foundation Data Playbook is a useful online reference. Helpful if you need another perspective. https://www.schusterman.org/playbooks/data/

UM-SSW Evaluation Web-modules: https://ssw.umich.edu/my-ssw/msw-forms/modules As a part of asynchronous learning, students will complete six web-modules designed by school instructors. Each module will take 20 minutes to complete along with a brief assessment. Students will need Adobe Flash Player to access the online modules. The web-module due dates listed in the class schedule (below).

b. Class Schedule
An overview of each class session is presented next including topics, readings, web-modules, and assignment due dates. In order to be more responsive to student learning needs, some reading and exercise expectations will be revised (usually delayed). These changes in the schedule will be posted on canvas at least one week in advance. To support student learning and interests, additional on-line videos and podcasts will be posted on pages within modules one week prior to the class session.
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>To be completed BEFORE each class (all available via Canvas, e-textbook available via UMICH Library)</th>
</tr>
</thead>
</table>
| WK 1. Sept 2 | Introduction, using program evaluation and research to combat racism and other injustices | - Textbook Chapter 1, Introduction  
- NASW Code of Ethics: Evaluation and Research Ethical Standards 5.02 |
| WK 2. Sept 9 | Logic Model Workshop, Part I                                           | - Textbook Chapter 7, Designing a Program  
- Video: National Mentoring Resource Center, A Fresh Look at Logic Models (1 hour)  
- W. K. Kellogg Foundation Logic Model Development Guide |
| WK 3. Sept 16 | Logic Model Workshop, Part II                                          | - Textbook Chapter 8, Theory of Change and Program Logic Models  
- Textbook Chapter 3, The Evaluation Process  
- Video: Interview with Prof Shawna Lee and professional evaluator  
- Web-module: Evaluation Questions |
| WK 5. Sept 30 | Qualitative Data Collection: Conducting Focus Groups                  | - Textbook Chapter 10, Preparing for an Evaluation  
- Textbook Chapter 17, Collecting Data and Selecting a Sample  
- Video: How do focus groups work? Hector Lanz  
- Video: Most Significant Change, Beyond Numbers, UNICEF  
- Web-module: Evaluation Types  
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>To be completed BEFORE each class (all available via Canvas, e-textbook available via UMICH Library)</th>
</tr>
</thead>
</table>
| WK 7. Oct 14 | Quantitative Data Collection Methods         | • Textbook Chapter 15, Measuring Program Outcomes  
• **PODCAST:** The Power of Community-led Data Gathering with the Center for Native American Youth, Collective Impact Forum. 57 minutes  
• Web-module: Data Collection Methods  
• Web-module: Sampling Methods  
• **PODCAST:** Can a test really tell who’s a psychopath? 13 minutes, A Spiegel  
• Umich Library Guides, Standardized Instrument Search at [http://guides.lib.umich.edu/tests](http://guides.lib.umich.edu/tests) |
| WK 8. Oct 21 | Analyzing Qualitative Data                  | • Textbook Chapter 12, Process Evaluations  
• Blog Post: How to visualize qualitative data, Depict Data Studio |
• Video: Excel Job Test and Instructional Video, A. Emery  
• Web-module: Statistical Tests  
• [www.publicprofit.net](http://www.publicprofit.net), p1-46  
| WK 10. Nov 4 | Data Visualization, evaluation reporting formats | • Textbook Chapter 20, Making Decisions  
• Textbook Chapter 21, Effective Communication and Reporting  
• Video: Dr. Stephanie Evergreen Data Visualization lecture (1 hour)  
• Schwabish, J. and Feng, A. (2021). Do No Harm Guide: Applying Equity Awareness in Data Visualization, Urban Institute  
• Turning Data into Action (2017) [www.livestories.com](http://www.livestories.com)  
• Data Visualization Checklist and Chart Chooser, Evergreen  
• Kauffman Foundation Evaluation Reporting Guide |
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>To be completed BEFORE each class (all available via Canvas, e-textbook available via UMICH Library)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WK 13 Dec 2</strong>&lt;br&gt;<em>DRAFT DATA PROJECT SLIDES DUE</em></td>
<td>Case consultations</td>
<td>Student evaluation teams will meet with the instructor for a 20-minute session to review project slides in preparation for presentation. Appointment times will be communicated via canvas</td>
</tr>
<tr>
<td><strong>WK 14. Dec 9</strong></td>
<td>Student Groups present data project results</td>
<td>Data Project Group Presentations by student evaluation teams</td>
</tr>
<tr>
<td><strong>Dec 15, 5pm:</strong>&lt;br&gt;<em>FINAL DATA PROJECT SLIDES DUE, OUTCOME EVALUATION PLAN DUE</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date, submit to canvas</th>
<th>Percent of overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic Model, Annotated Bibliography</td>
<td>Oct 7</td>
<td>15%</td>
</tr>
<tr>
<td>Data Visualization Charts</td>
<td>Nov 18</td>
<td>15%</td>
</tr>
<tr>
<td>Data Group Project</td>
<td>Dec 15</td>
<td>30%</td>
</tr>
<tr>
<td>Outcome Evaluation Plan</td>
<td>Dec 15</td>
<td>20%</td>
</tr>
<tr>
<td>Course Engagement Exercises (3)</td>
<td>Due throughout the course</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Logic Model and Annotated Bibliography.** This assignment was designed to align with these course objectives: (1) Create a logic model to describe a program’s operational processes and outcomes, and (2) Discover how to use evaluation and research to support anti-racist practices and social justice.

Using a logic model (one-page landscape format), students will articulate the planned operation of a social work-related or social justice-related program. Students will choose the program for this assignment. Some students select a program they know well through work, volunteering, or field placement. Other students select a program they want to learn more about.

Part 1: 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 planned activities, and (4) expected participant outcomes. The instructor will provide the template.

Part 2: Students will include an annotated bibliography of at least 3 published studies supporting select services and interventions described in the logic model.

Students have an opportunity to submit a draft for review by the instructor. The grading rubric is available on canvas. **Note:** The same program will be used for the Outcome Evaluation Plan assignment.

**Data Visualization Charts.** This assignment aligns with these course objectives: (1) Develop strategies to manage, analyze, and report data results to inform practice improvements at multiple levels, and (2) Formulate strategies for involving stakeholders in translating and disseminating data results using multiple formats.

Individually, students will design three (3) different charts to communicate evaluation data results, such as a horizontal bar chart, a pie chart, and an icon array. Students can use quantitative and qualitative data for the assignment. The assignment will assess the student’s understanding of data visualization principles including selecting the right chart for the data, development of a result title, selecting the chart format to improve accurate interpretation of the data, and applying equity awareness in chart making.
**Group Data Project:** This assignment aligns with these course objectives: (1) Develop strategies to manage, analyze, and report data results to inform practice improvements at multiple levels, (2) Examine how program evaluation and research inquiry is used by social workers to advance practice, policy, and service delivery effectiveness, and (3) Formulate strategies for involving stakeholders in translating and disseminating data results using multiple formats.

Over the course, students will work in small groups to plan and implement a short-term community-based evaluation project. The projects will be identified by students (usually field placement data projects) or by the instructor, as needed. Given the limitations of the course schedule, students should try to locate previously collected 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 (12-15 slides) to present to the class (and their community partner). The students will receive immediate written feedback from the instructor after their presentation; they will have an opportunity to revise their slides and submit the final version during exam week. All members of the group are expected to participate fully in the project and the presentation. Each group member will add their name to each slide they developed in the note section of the slide deck.

**Outcome Evaluation Plan.** Students will use this assignment to demonstrate CSWE competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Students will use this assignment to demonstrate these course objectives: (1) Design an outcome evaluation plan of 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 complete the Outcome Evaluation Plan template (2-3 pages) provided by the instructor. Students will develop an outcome evaluation plan for the program they used for the logic model assignment. Components of the outcome evaluation plan will include the (1) purpose of the evaluation and key outcome questions; (2) outcome design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, and 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, and best practices to minimize conflict or bias; (4) data analysis plan for qualitative and/or quantitative data; and (5) plan for reporting and utilizing the results to improve practices. *The instructor will provide the template.*
Use of drafts. Students will apply lessons from lectures in small breakout groups during the zoom sessions. Students will also have an opportunity to share draft products and gather feedback on their deliverables from their group members and/or the instructor. There will be an opportunity to get feedback of drafts for the logic model, the data visualization slides, and the data project slides.

d. Course Engagement: Attendance, class participation, completion of Course Engagement Exercises

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class and small group sessions. Excessive absences (more than 2) will result in lower course engagement points. Routine tardiness will also reduce your course engagement points. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for the content and the required assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide. Course engagement is more than attending the sessions. Engagement includes asking and answering questions in class. Engagement includes contributing fully to your group evaluation project. Course engagement includes coming to class prepared (doing the readings, watching the videos, listening to the podcasts, completing the exercises). Three Course Engagement Exercises will completed during the course (complete/incomplete rating), contributing to your course engagement points.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the point to grade chart below. Assignments are due on or before the dates listed on the syllabus and on Canvas. Please submit all work on time. Due to extenuating circumstances due to COVIS, late assignments will not be penalized. Note: assignments are due by 5pm. Additional MSW policies are available in the Student Guide: Grades in Academic Courses and in Field Instruction, Student Grievance procedures, policy for grading in special circumstances.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<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>
<tr>
<td>64-67</td>
<td>D</td>
</tr>
<tr>
<td>&lt;64</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic Model</td>
<td>15 points</td>
</tr>
<tr>
<td>Data Visualization Slides</td>
<td>15 points</td>
</tr>
<tr>
<td>Group Project Evaluation Slide Deck and Presentation</td>
<td>30 points</td>
</tr>
<tr>
<td>Outcome Evaluation Plan</td>
<td>20 points</td>
</tr>
<tr>
<td>Course Engagement (3 exercises plus class participation)</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>
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.] Additional information on class recordings can be found the Recording and Privacy Concerns FAQ.

g. COVID-19 Statement, updated 09/21

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health Related Class Absences

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

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

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
Instructor Teaching Philosophy. Adapted from Rosenshine, B. Research-based Strategies that All Teachers Should Know, American Educator (Spring 2012).

I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.” I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently. I use transparent and inclusive teaching approaches.

I use an engaged active learning approach and partner with the community to address real challenges. In addition to the course objectives and the CSWE competencies, we work to develop the following University of Michigan engaged learning student outcomes: (1) self-agency and innovation, (2) collaboration, communication, and teamwork, (3) social/civic responsibility and ethical reasoning, (4) intercultural engagement, (5) creativity.