In the spirit of healing and health, I acknowledge and honor that the University of Michigan, resides on the traditional territories of the Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

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 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 Objectives and Competencies

1. Describe how program evaluation and research inquiry is used by social workers to advance practice, policy, and service delivery effectiveness.
2. Describe how to use evaluation and research to support anti-racist practices and social justice
3. Demonstrate how to specify a program's operation (mechanisms) using a logic model format
4. 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
5. Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness
6. Demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels
7. Describe strategies for involving stakeholders in translating and disseminating data results using multiple formats.

c. Course Design & Format

We meet in-person each week for 2 hours, unless otherwise arranged. An additional hour of class time each week will consist of asynchronous individual and group-based learning, assignments, and office hours. Our class meets weekly every Tuesday in SSWB 2752.

This course will use several pedagogical approaches to enhance your learning, including, short lectures, group discussions, group activities, videos, and case examples. Assignments will strengthen your knowledge of research-practice connections, encourage critical thinking, and provide opportunities to apply knowledge to examples representing a range of practice settings.

As part of the general discussion of the readings, you may be called upon to offer your thoughts and analysis of the readings as they relate to your final group project or previous discussions in class. Therefore, your personal and active involvement in class is essential for your successful completion of this course.

There may times during the semester where we will meet via Zoom. I will inform you in advance when our class will meet in an online format. We will also have class with another section during certain weeks throughout the semester. I will inform you in advance the format (online/in-person) and when a joint session is taking place.

To enhance your learning throughout the course, students will have the opportunity to complete several web modules. These modules are designed to complement course content and allow students to gauge skill development and comprehension. Ideally, it would be best for your complete these web modules during the weeks in which we are covering related content. Completing these modules are supplemental and are optional. More details about these activities are found on Canvas.

d. Intensive Focus on PODS

To advance your understanding of our school’s curricular focus of privilege, oppression, diversity, and social justice, please review the UM-SSW website on 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. Using 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**

There is one required textbook for the course:


UM Library / ProQuest Ebook Central provides access to a free electronic copy the Grinnel (2019) textbook.

How-to videos and FAQs are available for more information about accessing the UM Library / ProQuest Ebook Central.

Additional readings and other materials (web pages, videos, blogs, etc.) are assigned for most weeks to add to the content provided in the text. All materials for the course are listed in Canvas, organized as “modules” for each week of the semester.

To fully engage in the content and become competent and skilled social work practitioner, I expect students will review readings and other asynchronous content prior to class.

**Supplemental Texts**

Relevant sections of these materials are available on Canvas.


**Other Helpful Resources**

These resources are included here as recommendations for more in-depth study.


**Class Schedule**

PLEASE NOTE: This syllabus is a working document. The instructor reserves the right to adjust aspects of the syllabus as needed, including, but not limited to, readings and assignment descriptions. Changes to the schedule, materials, or course will be announced via Canvas. Be sure that you have Canvas Announcements enabled (Account → Notifications → Announcement).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/11/22</td>
<td>Intro to Program Evaluation and Course Overview</td>
<td>Course Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>See Canvas Module for assigned readings</td>
</tr>
<tr>
<td>Week 2: 1/18/21</td>
<td>The Program Evaluation Process</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 3: 1/25/22</td>
<td>Identifying and Selecting Program Evaluation Studies and Assessments</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 4: 2/1/22</td>
<td>Equity and Ethics in Program Evaluation</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 5: 2/8/22</td>
<td>Describing the Program and Logic Modeling</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 6: 2/15/22</td>
<td>Needs Assessments and Process Evaluations</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 7: 2/22/22</td>
<td>Outcome Evaluations</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 8: 3/1/22</td>
<td><em>Spring Break: No Class</em></td>
<td><em>Assignment Due: Logic Model &amp; Narrative</em></td>
</tr>
<tr>
<td>Week 9: 3/8/22</td>
<td>Evaluation Design and Participatory Methods</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td>Week 10: 3/15/22</td>
<td>Quantitative Methods in Evaluation (Data Collection)</td>
<td>See Canvas module for assigned readings</td>
</tr>
<tr>
<td></td>
<td>Assignment Due: Midterm Exam</td>
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</tbody>
</table>
Week 11: 3/22/22 | Quantitative Methods in Evaluation (Data Analysis) | See Canvas module for assigned readings
Week 12: 3/29/22 | Qualitative Methods in Evaluation (Data Collection) | See Canvas module for assigned readings *Assignment Due: Evaluation Proposal Review & Critique
Week 13: 4/5/22 | Qualitative Methods in Evaluation (Data Collection Analysis) | See Canvas module for assigned readings
Week 14: 4/12/22 | Data Visualization | See Canvas module for assigned readings
Week 15: 4/19/22 | Course Wrap Up | *Assignment Due: Outcome Evaluation Plan

b. Assignments

**Expectations.** Turn in all assignments on time. Assignments should be submitted on their due date before class (2:00PM) unless otherwise specified. If you are going to be absent the day an assignment is due, the assignment should be submitted prior to its due date. Extenuating circumstances may be discussed with me and will be handled on a case-by-case basis.

Please make sure that your work is indeed your own and that you give credit where credit is due. Typographical and grammatical errors weaken your credibility as a scholar and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading, and presentation skills will be rewarded in your grade, whereas weaknesses will be noted and taken into consideration when grading.

Unless noted, all assignments should utilize APA formatting (7th edition). Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is a very helpful resource for assistance with APA formatting.

Please note APA format is important, and you will be graded on the accuracy of your citation format as well as on the quality of your references and of your annotations. Specially, I will be evaluating you based on the following questions:

- Does the writing adhere accurately to APA guidelines?
- Does the writing reflect a firm grasp of academic writing conventions, i.e. voice, tense, style?
- Was a minimum of three (3) resources from research articles utilized for the content?
- Is the writing free of grammatical, spelling, and mechanical errors?
- Does the writing demonstrate having been proofread and revised prior to submission?
- Does each annotation demonstrate overall clarity and flow?

**Late Assignment Policy.** Late assignments will be graded as follows:
• There is a 24-hour, penalty-free grace period. For example, if an assignment is due on August 12th at 12pm, and it is submitted before August 13th at 12pm, there will be no penalty.

• All late work after the grace period is subject to a 10% reduction in their final grade. Late assignments will be graded as usual and then 10% deduction (full grade level) will be assessed to all late assignments with additional deductions every additional 24 hours until the assignment is received.

• Assignments that are more than 72-hours after the grace period will not accepted for a grade, except in cases of acute emergencies and you have made other arrangements with me.

• Late assignments will receive little or no written feedback and will receive a lower grade per previously stated policy guidelines.

• There is no grace period for the final assignment. Late submission of the final assignment results in an automatic 10% grade reduction.

Assignment Descriptions. There are five graded assignments in this course. Below is a description of each assignment required for this course.

Program Logic Model and Narrative (25%): The purpose of a logic model is to specify a program for evaluation and its theory of change. For this assignment, develop a 1-page logic model that specifies resources, activities, outputs, outcomes, and impacts for a program or intervention (proposed or existing) of your choosing. The logic model will include:

1. Inputs or resources: a description of program participants, need, target population, community partners, funding or system conditions that led to the need for the program
2. Planned activities: major program components, detailed activities, tasks, actions, and events undertaken to change, prevent or treat the problem or need
3. Outputs: tangible products resulting from activities
4. Outcomes: expected program outcomes that may be defined as short-term, immediate, and/or long term

In logic models, relationships between the activities, outputs, and outcomes using arrows or other visual cues to show which activities lead to which outputs and which outputs lead to which outcomes. Please use these features in your logic model. 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. A revised logic model will be submitted as part of the Evaluation Plan at the end of the semester.

Separate from the actual logic model, write a 1-page, single-spaced narrative summary that explains what the program is; who it serves; what it is intended to do. Describe the setting in which the program is based and include any other content that will help me understand the program depicted in your logic model. Upload your logic model and narrative summary (2-pages total—1 for the logic model and 1 for the summary) to Canvas (as a Word document) before class in Week 6. Each component of this assignment (logic model, narrative summary) will be graded as complete/incomplete, and points will be evenly divided across each component (12.5 points for the logic model and 12.5 points for the written summary).
Midterm Exam (25%): There will be an open book/note midterm exam that covers content from assigned readings, lectures, and class discussions through week 9 of the course. The midterm will consist of true/false, multiple choice and fill-in questions. The exam will be accessible on Canvas during class on March 15th for which you will be allowed 60 minutes to complete, although you are likely to finish in less time. You are welcome to share notes with classmates before the exam period but are expected you take the exam independently.

Evaluation Proposal Review and Critique (25%): A common professional practice in program evaluation is to submit an evaluation plan for grant funding. For this assignment, you will review and critique two evaluation plans. Essentially, your role will be the evaluation expert. Your insight and critique will inform stakeholders who will decide which evaluation plan should receive funding. More information about this assignment will be put on Canvas and discussed later in the course.

Outcome Evaluation Plan (25%): For this assignment, submit a 1–2-page executive summary of an evaluation plan that addresses one or more outcomes in the logic model you prepared earlier in the semester. Components of the plan should 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 practice
6. equity assessment

Assignment Due Dates. The table below outlines due dates and percentages for each assignment in the course.

<table>
<thead>
<tr>
<th>Assignment</th>
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<td>4/19</td>
<td>25%</td>
</tr>
</tbody>
</table>

c. Attendance and Class Participation

Regular class attendance is strongly encouraged. Missing class is a missed opportunity to engage in content discussions and the benefit of making deeper meaning of the material within a learning community. Thus, lack of attendance will affect your ability to participate in and contribute to class discussions and activities. Moreover, all classes have been sequenced in such a way as to contribute to your success in this course; thus, class absences may jeopardize your understanding of the course content. Below are my expectations for this course:
• Be on time for all scheduled class sections. Class begins promptly at the designated time. Excessive tardiness will be reflected in your final class grade.

• Attend and participate actively in class.

• Be respectful of the classroom, its students and the instructor. Please make certain that all cell phones, tablets, etc. are turned off or on a silent ring.

• You should also refrain from tweeting, using social media, or Internet browsing on non-academic related topics during class time. If I judge computer usage distracting or if I notice students doing things other than course-related activities on their computers, I may disallow computers from class temporarily or for the rest of the semester.

• Complete readings and modules prior to coming class. Each module is designed to provide with you background knowledge, so that you enter the class discussion with substantive questions and comments informed by the literature.

Missing more than eight (8) classes will adversely affect your academic standing in the course. I understand that the pandemic or winter weather may at times make it difficult for you to attend class. If you need to miss class, please contact me in advance at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency. Routine tardiness that disrupts the class will be considered in your final grade for this course.

Note: If you are absent from class, you are still responsible for any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide.

d. Grading

Grading policy of this class closely follows the Policies on Grades in Academic Courses and in Field Instruction. Grading for this course follows the following criteria.

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

<table>
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<tr>
<th>Grade</th>
<th>100</th>
<th>94-99</th>
<th>91-93</th>
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<tbody>
<tr>
<td>A+</td>
<td>88-90</td>
<td>84-87</td>
<td>81-83</td>
</tr>
<tr>
<td>A</td>
<td>88-90</td>
<td>84-87</td>
<td>81-83</td>
</tr>
<tr>
<td>B+</td>
<td>78-80</td>
<td>74-77</td>
<td>71-73</td>
</tr>
<tr>
<td>B</td>
<td>78-80</td>
<td>74-77</td>
<td>71-73</td>
</tr>
<tr>
<td>C+</td>
<td>68-70</td>
<td>64-67</td>
<td>&lt;64</td>
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<td>C</td>
<td>68-70</td>
<td>64-67</td>
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<td>E</td>
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Your grade will reflect both your effort and the quality of your engagement and assignments. Key grading criteria include a) thoroughness and completeness of content; b) clarity and logic of presentation; c) evidence of critical thought and self-reflection; and d) writing and editing quality.
Class Recording and Course Materials

I will not be recording class sessions this semester. However, I will post lecture slides and other relevant material (if any) for your review on Canvas. I highly encourage you to reach out to one of your classmates for any missed class material.

All other 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 on the Recording and Privacy Concerns FAQ.

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. 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.

e. Health-Related Class Absences

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

Mental Health and Well-being

If you or someone you know is in need of support, services are available.
• **Counseling and Psychological Services** (CAPS) located at the Tappan Street Auxiliary Building on 609 Tappan Street across from the Ross Business School; (734) 764-8312
• **University Health Service** (UHS) at (734) 764-8320
• **Additional campus health and wellness resources**

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. Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

**Accommodations for Students with Disabilities**

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities [https://ssd.umich.edu/](https://ssd.umich.edu/); 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD’s Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

**Writing Skills and Expectations**

*Strong writing and communication skills are essential to your academic success and professional career.* The School has a Writing/Study Skills Coordinator, Betsy Williams, who can help with writing, presentations, and other tasks. For resources on writing, references (including APA style), study tips, or to set up an appointment with Betsy, visit [ssw.umich.edu/writing-help](http://ssw.umich.edu/writing-help).

Other UM resources include the [English Language Institute](https://www.linguistics.umich.edu/lsi/) and the [Sweetland Writing Center](https://writerscenter umich edu/). Sweetland offers one-to-one, online writing assistance at any stage of writing. You can get help with understanding assignments, generating ideas, developing arguments, organizing and structuring, using evidence and sources, and clarifying your expression.

**Academic Integrity and Plagiarism**

You are responsible for maintaining the highest standards of academic integrity in every phase of your academic careers consistent with the policies set by the University of Michigan and the School of Social Work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Academic integrity means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Information on academic integrity policies can be found in the [MSW Student Guide](https://ssw.umich.edu/standard-policies-information-resources). Test your knowledge on plagiarism [here](https://www.umich.edu/). 

**Additional School and University policies, Information and Resources** are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources) and include, among others:

• Safety and emergency preparedness
• Religious/spiritual observances
• Military deployment
• Teaching evaluations
• Proper use of names and pronouns, how to change those in Wolverine Access, and a map of gender inclusive bathrooms

Inclusive Language

The words we use can make the difference between positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms and inequitable systems. Please pay close attention to your language when speaking about cultural communities that you do not identify with. In doing so, please do your very best to:

• Respect and use contemporary and relevant language around social identities;
• Use language that recognizes varying abilities and is not ableist;
• Use language inclusive of diverse global contexts; and
• Provide developmental and educational support of others who may be unfamiliar with inclusive language practices.

It is expected that we all commit to using the correct name and pronouns of each other and our guests. Names and pronouns may change over time. Should someone accidentally use the wrong name or pronoun, acknowledge the mistake, apologize, and move on with the correct version. Example: “As he was saying. I’m sorry; I meant to say, as they were saying, that was a very interesting article.”

I invite you to bring it to my attention privately if I use language about a social identity or community that is harmful, dated, disrespectful, or otherwise problematic.