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 objectives and competencies
a. 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).
b. Discover how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
c. Create a logic model to describe a program's operational processes and outcomes (Essential 21; EPAS 7, 8).
d. 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).

e. 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).

f. 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).

g. 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. Course 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 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


This book is available to read online though UM Library at this link. You must log in using your UM credentials.


Additional required readings and podcasts will be placed on Canvas. Students are expected to read all assigned readings prior to class.
### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments to turn in/do BEFORE Class</th>
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| Week 1      | Course Introduction                                                   | Course Syllabus  
See Canvas Module for assigned readings to review                                                  |
| Week 2      | MLK WEEK Using Research and Evaluation to Combat Racism and Injustice | • Read: Beyond Theory: Locating Power in Culturally Responsive Evaluation Practice  
• Watch: AEA Anti-Racism Evaluation Panel (1-hour)  
• Review: Racial Equity Tools and Glossary  
• **DO: Measuring Love** [Discussion board]  
Jan 16. Sunday at 11:59 pm |
| Week 3      | Logic Models, Outcomes                                               | • Review sample logic models (on canvas)  
• Read: Grinnell et al, Chapters 2, 3, 7  
• Watch “Fresh Look at Logic Models” Video  
• Check out: Building a Logic Model Interview Guide  
• Review: Kellogg Center Logic Model Guide |
| Week 4      | Logic Models and Logic Model Workshop                               | • Read: Grinnell et al, Chapters 8  
• Watch “Fresh Look at Logic Models” Video  
• Review: Kellogg Center Logic Model Guide  
• **Discussion Post: Name of program for logic model** |
| Week 5      | Evaluation Planning and Standard Scales                              | • Watch: Dr. Shawna Lee’s lecture  
• Listen: Evaluation of Youth Mentoring Program 1 hr  
• Check out: Northville Logic Model  
• Use: Umich Library Findings Tests and Measures  
• **Web-module: Evaluation Questions**  
Assignment: Logic Model DRAFT Due |
| Week 6      | Qualitative Data                                                     | • Read: Grinnell et al, Chapters 11, 12, 13                                                          |
| (Feb. 15) | Collection  | • Read: Perspective of Older Adults on Aging Well: A Focus Group Study  
|           | Guest Speaker: TBA | • Watch: How do focus groups work?  
|           |                  | • Watch: Focus Group Videos |
| Week 7 (Feb. 22) | Qualitative Data Collection  | • Read:  
|           | Guest Speaker: TBA (IDK what day they can come) | • Read: The Success Case Method  
|           |                  | • Watch: Most Significant Change, Beyond Numbers  
|           |                  | • **Web-module: Evaluation Types** |
| (March 1) | SPRING BREAK (NO CLASS) | SPRING BREAK (NO CLASS) |
| Week 8 (March 8) | Quantitative Data Analysis | • Read: Grinnell et al, Chapters 15, 16, 17  
|           |                  | • Watch: Survey Design Essentials  
|           |                  | • Listen: The Power of Community Led Data Gathering with the Center for Native American Youth  
|           |                  | • **Web-module: Data Collection Methods**  
|           |                  | • **Web-module: Sampling Methods**  
|           |                  | **Assignment Due: Logic Model FINAL** |
| Week 9 (March 15) | Data Analysis | • Read: Dabbling in the Data Guide  
|           |                  | • Read: Grinnell et al, Chapters 19, 20  
|           |                  | • **Web-module: Statistical Tests** |
| Week 10 (March 22) | Data Visualization, Chart Making | • Read: Grinnell et al, Chapters 6 & 21  
|           |                  | • Watch: Dr. Stephanie Evergreen  
|           |                  | • Watch: Short data visualization videos  
|           |                  | • Check out: Various data visualization resources on Canvas |
| Week 11 (March 29) | Outcome evaluation planning, designs Dissemination Formats  
|           | Guest Speaker: TBA | • Textbook Chapter 13, Outcome Evaluations  
|           |                  | • Textbook Chapter 16, Using Common Evaluation Designs  
|           |                  | • PODCAST: Evaluation of Youth Mentoring Program (1 hour)  
|           |                  | • **Web-module: Evaluation Design Rigor** |
| Week 12 (April 5) | Culturally responsive evaluation, integrating evaluation into your social | • Read: Grinnell et al, Chapters 4, 5, and 6 |
work career, extending the learning


Assignment Due: Data Visualization Slides (Individual)

<table>
<thead>
<tr>
<th>Week 13  (April 12)</th>
<th>Consultation with Instructor</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14  (April 19)</td>
<td>LAST WEEK OF CLASSES Course Wrap UP</td>
<td>Assignment Due: Outcome Evaluation Plan Due</td>
</tr>
</tbody>
</table>

### c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Engagement, Discussion Participation, and Attendance</td>
<td>Ongoing through course</td>
<td>25%</td>
</tr>
<tr>
<td>Logic Model and Annotate Bibliography</td>
<td>DRAFT due FEB 8, 2022</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>FINAL due March 8, 2022</td>
<td></td>
</tr>
<tr>
<td>Data Visualization Slides</td>
<td>April 5, 2022</td>
<td>15%</td>
</tr>
<tr>
<td>Outcome Evaluation Plan</td>
<td>April 19, 2022</td>
<td>40%</td>
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### Engagement, Participation, and Attendance (20%)

Course engagement is more than attending the sessions. Engagement includes asking and answering questions in class. Course engagement includes coming to class prepared (doing the readings, watching the videos, listening to the podcasts, completing the exercises).

Throughout the course, you will complete a series of short activities which you will post a reply or upload examples of items related to our course content. Please pay attention to the “Modules” section of the course Canvas site for these interactive activities. In some of these
activities, you will be asked to provide feedback or comments on the posts made by your classmates. More details about participation and attendance policy below.

**Logic Model and Annotated Bibliography (20%)**

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. The grading rubric is available on canvas. **Note: The same program will be used for the Outcome Evaluation Plan assignment**

**Data Visualization Slides (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 power-point/google slides (or other and data application). 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 for 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.

Submit 2 slides for grading in PDF format. Please note: .pdf format will prevent distortions when you submit charts to canvas.

**Outcome Evaluation Plan (40%)**

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
3. data collection plan, including use of standard scale or rationale for why this is not feasible or culturally relevant, collection schedule, procedures, human subject protections
4. data analysis plan
5. plan for reporting and utilizing the results to improve practices

Sample Evaluation Plan for Trusted Advocate Program is available in the evaluation planning week module.

d. Attendance and class participation

Attendance is expected at each class and is extremely important because the discussions that occur in class cannot be easily replicated outside of the classroom from simply reading the assigned materials. Participation in class discussions, in class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not just offering your general opinion on a topic. If you experience difficulties in participating in discussions for linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become a more active participant in class.

e. Grading

In this course there are five components to your final grade
   (a) Engagement, Discussion, Participation, and Attendance (25%)
   (b) Logic Model and Annotate Bibliography (20%)
   (c) Data Visualization Slides (15%)
   (d) Outcome Evaluation Plan (40%)

In this class, an
   “A+” = 100%; “A” = 95-99%; “A-” = 90-94%;
   “B+” = 87-89%; “B” = 84-86%; “B-” = 83-86 pts.;
   “C+” = 77-79%; & “C” = 73-76%.
Anything lower – we should talk in person.

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. 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](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism