1. Course Statement

a. Course description
This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

b. Course objectives and competencies
1. 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).
2. Discover how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
3. Create a logic model to describe a program's operational processes and outcomes (Essential 21; EPAS 7, 8).
4. 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).
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. 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).

7. 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
The course will use multiple pedagogical methods: short lectures, participatory discussions, written assignments, student presentations, guest speakers and experiential exercises. Application of principles will be incorporated into the course.

Theme Relation to Multiculturalism & 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], marital status, national origin, race, religion or spirituality, 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.

Theme Relation to Social Justice
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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
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.

Theme Relation to Behavioral and Social Science Research
Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed
and scientifically sound.

**Relationship to SW Ethics and Values**
Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

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

**a. Text and class materials**
- All readings and resources will be posted to Canvas. There are no required materials to purchase.
  This book is available to read online though UM Library [at this link](#). You must log in using your UM credentials.
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.

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.

Supplemental materials


b. Class schedule*

This course consists of 13 learning modules that are organized into the following topic areas:

*This course schedule is tentative; changes may be needed to best facilitate student learning.

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda/Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 01/05/2022   | Introduction to Program Evaluation       | Read: Course Syllabus  
Glossary of Evaluation Terms  
Read: Grinnell et al Chapter 1 |
| 9am - 11am   | Virtual                                  | Watch: Culturally Responsive Evaluation  
Do: Complete Questionnaire           |
<p>| Virtual      | <a href="https://umich.zoom.us/j/95820746535">https://umich.zoom.us/j/95820746535</a>      |                                                    |
| Meeting ID: 958 2074 6535 | Passcode: 0122                        |                                                    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Title</th>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/12/2022</td>
<td>9am – 12pm</td>
<td>Using Research to Advance Social Justice</td>
<td>• “Social Work Standard of the Month: Evaluation and Research”</td>
<td>AaEA Anti-Racism Evaluation Panel</td>
<td>Be prepared to discuss: Identify a social issue that is relevant to your interest and your field placement. In what was SUPPLEMENTARY RESOURCES: National Sexual Violence Resource Center: Evaluation Toolkit Section 3: Evaluation and Social Justice</td>
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<tr>
<td>01/19/2022</td>
<td>10am - 12pm</td>
<td>Logic Models and Outcomes</td>
<td>• Developing a Logic Model</td>
<td>August 2017 CMWS: A Fresh Look at Logic Models: Enhance and Amplify Their Value (1:15:33)</td>
<td>Discussion</td>
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<td>video is closed-captioned</td>
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<tr>
<td>01/26/2022</td>
<td>9am – 11am</td>
<td>Evaluation Planning: Considering the responsibilities</td>
<td>Program Evaluation for Social Workers: Foundations of Evidence-Based Programs</td>
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<td></td>
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<td>• Chapter 9: Evidence-Based Programs (pp. 152–177)</td>
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<td>• Chapter 11: Needs Assessment (pp. 191–212)</td>
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<td>Human Research Protection Program (HRPP)</td>
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<td>Review the following webpage:</td>
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<td></td>
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<td>• “Human Research Protection Program (HRPP)”</td>
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<tr>
<td>Date</td>
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<tr>
<td>02/02/2022</td>
<td>Qualitative Data Collection: Various methods</td>
<td><em>Program Evaluation for Social Workers: Foundations of Evidence-Based Programs</em>&lt;br&gt;• <strong>Chapter 12</strong>: Process Evaluations (pp. 215–236)&lt;br&gt;&lt;br&gt;<em>Watch:</em>&lt;br&gt;<em>How Do Focus Groups Work? – Hector Lanz</em> (4:46)</td>
<td><strong>Complete Responsible Conduct of Research and Scholarship (RCRS) Training</strong></td>
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<tr>
<td>02/09/2022</td>
<td>Quantitative Data Collection</td>
<td><em>Read:</em></td>
<td><strong>Watch the following video:</strong>&lt;br&gt;<em>Most Significant Change – Beyond Numbers</em> (7:07)</td>
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<tr>
<td>Process Evaluation</td>
<td>● <strong>Chapter 13</strong>: Outcome Evaluations (pp. 237–252)</td>
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<td></td>
<td><em>Survey Instruments in Social Work Evaluation</em> (16:35)</td>
<td>video is closed-captioned</td>
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<td></td>
<td><strong>Focus</strong> This video explains how survey instruments are used in social work evaluations.</td>
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<thead>
<tr>
<th>02/16/2022: Field Work: Identify evaluations that inform decisions at your field site.</th>
<th>Module 7: Qualitative Data Analysis Evidence-based Decision-Making Participatory Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read:</strong></td>
<td>● <strong>Chapter 20</strong>: Making Decisions (pp. 367–390)</td>
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<td>● <em>Dabbling in the Data: A Hands-on Guide to Participatory Data Analysis</em></td>
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<tr>
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<td>● “<strong>Analyze Qualitative Data</strong>”</td>
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<tr>
<td><strong>Examples of Qualitative Program Evaluations</strong></td>
<td><strong>Read ONE of the following resources:</strong></td>
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<tr>
<td>Read ONE of the following resources:</td>
<td>● “<strong>Improving Mental Health in the Community: Outcome Evaluation of a Geriatric Mental Health Day Treatment Service</strong>”</td>
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<td><strong>OR</strong></td>
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<td>● “<strong>Using Client Satisfaction to Improve Case Management Services for the Elderly</strong>”</td>
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<td>Date</td>
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<tr>
<td>02/23/2022</td>
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Watch:
*Evaluation Methods | The Nuts & Bolts of Evaluation for Community Organizations*–9/25/2020 (59:36) | video is closed-captioned

Focus
You may begin watching this video at the 10:22 mark. This video explains the methodology used in program evaluations. It will be helpful information for the group project.

Watch the following video:
*Qualitative Data Analysis 101 Tutorial: 6 Analysis Methods + Examples (25:25) | video is closed-captioned*
### Using Excel for Data Analysis

Watch the following video:  
*Excel for Evaluation | The Nuts & Bolts of Evaluation for Community Organizations*—11/20/2020 (59:00) | video is closed-captioned

**Focus**
You may begin watching this video at the 7:39 mark. This video explains the methodology used in program evaluations. It will be helpful information for the group project.

**Citation:**  

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>03/02/2022</td>
<td>Winter Break</td>
</tr>
<tr>
<td>03/09/2022</td>
<td>Module 9: Data Visualization</td>
</tr>
</tbody>
</table>

**Data Visualization in Evaluation**

Read the following article:

- [“Design Principles for Data Visualization in Evaluation”](https://doi-org.proxy.lib.umich.edu/10.1002/ev.20071)

**Citation:**  

**Focus:**
This article explains the purpose of data visualization in evaluation. It also offers tips for the effective display of data to communicate patterns and trends.

**Equity Awareness in Data Visualization**

Read the following guide:

- *Do No Harm Guide: Applying Equity Awareness in Data Visualization*

**Citation:**


**Focus:**

This guide discusses issues of equity that may arise in the reporting of data and research results. It offers suggestions for integrating empathy, racial and cultural awareness, and equity when designing visualization of data.

**Data Visualization Checklist**

Read the following resource:

- *Data Visualization Checklist*

**Citation:**


**Focus:**

This resource is a guide for creating data visualization artifacts. It will be
helpful in preparing the slides for the final project.

**Qualitative Chart Chooser 3.0**

Read the following resource:

- [Qualitative Chart Chooser 3.0](https://stephanieevergreen.com/qualitative-chart-chooser-3/)

**Citation:**


**Focus:**

This resource will help you to decide which qualitative chart is most appropriate to use for a report. It will be helpful in preparing the slides for the final project.

**Data Visualization Tools**

Read the following resource:

- “25 Best Data Visualization Tools & Software List (2021 Update)”

**Citation:**


**Focus:**

This resource provides links to 20 commonly used data visualization tools. It will be helpful in preparing the slides for the final project.

<table>
<thead>
<tr>
<th>03/16/2022 9am</th>
<th>Module 10: Use of Evaluation Results</th>
<th>Data Visualization in Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Read the following article:</td>
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<td></td>
<td>- <em>How Can We Use Evaluation Findings to Reflect On and</em></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Citation</td>
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<tr>
<td>03/23/2022 9am</td>
<td>Module 11: Communicating and Reporting Culturally Responsive Evaluation</td>
<td>Center for Assessment and Policy Development. (n.d.). How can we use evaluation findings to reflect on and adjust our work? <a href="https://www.racialequitytools.org/resources">https://www.racialequitytools.org/resources</a></td>
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<tr>
<td></td>
<td>Read the following article:</td>
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<td>“Share and Preserve Your Data”</td>
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<td>Read the following article:</td>
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</table>
storing and reporting research data. It also contains links to additional information on text and data mining, data visualization, geospatial data mapping, and strategies for data management plans.

**Evaluation Report Guidance**

Read the following article:

- Evaluation Report Guidance November 2017

**Citation:**


**Focus:**

This resource explains how to report the findings of program evaluations and provides examples. You will find it helpful in the final course project and field research.

| 03/30/2022 11am Virtual | Module 12: Synthesis | **Measuring Love in the Journey for Justice**

Read the following article:


**Citation:**


**Focus:**

This paper discusses strategies for
equity and restorative justice. It examines manifestations of love and discusses how each can be applied to combat injustice and build caring and supportive communities. This resource will be used in the Module 12 discussion.

<table>
<thead>
<tr>
<th>04/06/2022 9am</th>
<th>Module 13: Program Improvement</th>
</tr>
</thead>
</table>

**Program Evaluation**

Read the following article:

- “[Program Evaluation: Lessons from the Field](https://www.socialworker.com/feature-articles/practice/Program_Evaluation:_Lessons_From_the_Field/)

Citation:


**Focus:**

This article examines common issues seen in outcome evaluations for social work programs. Issues examined include inexperienced staff, poor evaluation design, inappropriate research questions, lack of rigor, inadequate instruments, and flawed data collection.

**Use of Evaluation Findings**

Read the following article:


Citation:

**Focus:**
This web resource explains how to use findings from program evaluations to improve program offerings and how to effectively communicate research findings to stakeholders. It also discusses how to evaluate an evaluation to improve future research efforts.

**Sustainability Plans**

Read the following article:
- “Module 5: Planning for Funding and Sustainability”

**Citation:**

**Focus:**
This web resource discusses the importance of sustainability planning to insure the achievement of long-term organizational goals and ongoing services. Strategies for sustainability and the planning process are also examined. The article takes a deep dive on rural programs, which face additional challenges based on location and population.

<table>
<thead>
<tr>
<th>04/13/2022 9am</th>
<th>Module 14: Course Wrap-Up</th>
<th>Termination and Reflection on Course Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://umich.zoom.us/j/95820746535">https://umich.zoom.us/j/95820746535</a></td>
<td>• Reflect on what was learned over the course. Evaluate self and program evaluation team members. • Evaluate the professor</td>
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</tr>
<tr>
<td>Meeting ID: 958 2074 6535 Passcode: 0122</td>
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</tbody>
</table>
### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement &amp; Discussion</td>
<td>Due: Each Module [11:59 PM EDT prior to each live session]</td>
<td>20</td>
</tr>
<tr>
<td>Web Modules</td>
<td>This assignment is due 11:59 PM EDT prior to the respective live meeting in Modules 3, 6, 7, 9.</td>
<td>10</td>
</tr>
<tr>
<td>Logic Model</td>
<td>This assignment is due 11:59 PM EDT February 15, 2022 - the day prior to Module 7. Selection of program due January 19th in class.</td>
<td>20</td>
</tr>
<tr>
<td>Data Visualization Slides</td>
<td>This assignment is due 11:59 PM EDT March 15, 2022 - the day prior to Module 10.</td>
<td>10</td>
</tr>
<tr>
<td>Final Group Report</td>
<td>This assignment is due 11:59 PM EDT March 22, 2022 - the day prior to Module 11.</td>
<td>20</td>
</tr>
<tr>
<td>Outcome Evaluation Report</td>
<td>This assignment is due 11:59 PM EDT April 8, 2022.</td>
<td>20</td>
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</tbody>
</table>

**Course Engagement - 260 points** - assessed in each Module
- Participate actively in the asynchronous graded discussions in each module.
- CLOs associated with this assignment: 1, 2, 3, 4, 5, 6, 7
- PODS Capacities associated with course engagement: A, B, C, D, E

**Web Modules - 90 points** - assessed in Modules 3, 6, 7, 9
- Complete these formative assessments.
- CLOs associated with this assignment: 3, 4
- PODS Capacities associated with course engagement: A, B, C, D, E

**Selection of Program - 0 points** - due in Module 3
- For this assignment, you will select the program that you will use for the Logic Model assignment
- CLOs associated with this assignment: 3
- PODS Capacities associated with this assignment: C

**Logic Model - 100 points** - due in Module 7
- For this assignment, you will create a logic model to analyze a program’s outcomes
- CLOs associated with this assignment: 3
- PODS Capacities associated with this assignment: C
Data Visualization Slides - 150 points - due in Module 10
- For this assignment, you will create graphics that summarize key findings an evaluation report
- CLOs associated with this assignment: 6,7
- PODS Capacities associated with this assignment: C

Final Group Report - 250 points - due in Module 11
- For this assignment, your group will submit a report that analyzes data collected from program evaluations
- CLOs associated with this assignment: 7
- PODS Capacities associated with this assignment: A, B, C

Outcome Evaluation Report - 140 points - due in Module 12
- For this assignment, you will outline an outcome evaluation plan
- CLOs associated with this assignment: 4, 5, 6
- PODS Capacities associated with this assignment: A, B, C

Logic Model and Annotated Bibliography. (20%) 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 Slides (10%)
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 (20%)
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. 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 (20%)
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:
• the purpose of the outcome evaluation, key outcome questions
• outcome design selected, explanation of appropriateness, reasons why other more rigorous designs were not feasible, limitations of the design
• 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
• data analysis plan
• plan for reporting and utilizing the results to improve practices

● Attendance Policy
Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

Additional details regarding the attendance requirements for classes within this program may be viewed at Policy on Class Attendance within the MSW Student Guide.

● Live class participation
Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting.

The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

● Grading
Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>100</td>
<td>A+</td>
<td>88-90</td>
<td>B+</td>
<td>78-80</td>
<td>C+</td>
<td>68-70</td>
<td>D+</td>
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<td>94-99</td>
<td>A</td>
<td>84-87</td>
<td>B</td>
<td>74-77</td>
<td>C</td>
<td>64-67</td>
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<td>91-93</td>
<td>A-</td>
<td>81-83</td>
<td>B-</td>
<td>71-73</td>
<td>C-</td>
<td>&lt;64</td>
<td>E</td>
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Late Assignments
Assignments are due at or before the dates/times listed on the syllabus and on Canvas.

Please submit all work on time. Late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.
Grade Dispute Process
If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Expectations for Written Work
Development of professional writing is a goal of the course, and I will consider writing quality in grading. Proofread written work carefully; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website https://owl.english.purdue.edu/owl/ is a great resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them online and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259. Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli

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 if 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.

- **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 Wolverine Access. 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.

- **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