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
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**

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.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation and their support for the learning of their colleagues in the classroom. Students must come prepared to fully engage in order to get the most out of this class. Additionally, this class does not approach education from the “banking” perspective. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

d. **Course Relationship to P.O.D.S.**

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.

e. **Anti-Oppression Statement**

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues, therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another,
being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

a. Text and class materials

This book is available to read online (at no cost to you) through the UM Library: https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=5703965

Web Modules: https://ssw.umich.edu/my-ssw/msw-forms/modules
This link can be used to access six web-modules designed by school instructors to be completed asynchronously, at your own pace. 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 are listed in the class schedule below.

All other readings, online videos, and podcasts are posted to Canvas in the relevant weekly module. The modules are organized in the order of class sessions. In order to fully engage the course, students are expected to complete all the required readings. The additional readings are available as resources, including examples of work products. The information presented in the readings and online modules will be applied in class through exercises and assignments. You are also graduate students and adults; I will not be quizzing you or penalizing you based on this; you will get out of this course what you put in, and I trust you to make these decisions.

b. Class schedule (subject to change)
In addition to the weekly meetings, students will be expected to engage in additional out of class time work.

<table>
<thead>
<tr>
<th>Module &amp; Topic</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction to Program Evaluation 5/11 6-8</td>
<td>• Pre-work: see canvas</td>
</tr>
<tr>
<td>Module 2: Introduction to Program Evaluation II 5/18 6-8</td>
<td>• Pre-work: see canvas</td>
</tr>
</tbody>
</table>
c. Assignments

**Submission of assignments**
Course assignments are due on the date specified in the course syllabus and on Canvas. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency)
which may make it difficult for a student to complete the assignment by its designated due
date time. Should this happen, it is the responsibility of the student to notify the instructor. At
the instructor’s discretion, a student’s request for an extension of an assignment past its due
date may be granted, usually for no longer than one week past the due date. The instructor
reserves the right to deduct points for late assignments. University policies related to
persons with disability (i.e. temporary or permanent accommodations), bereavement, and
religious observations supersede this policy (see MSW Handbook).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Engagement</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Web Modules</td>
<td>Online modules can be completed at your own pace during the semester. Suggested dates for completion are included in the class schedule above. Certificates of completion must be uploaded to Canvas for each module. All modules must be completed to receive credit. Must be completed by 8/8.</td>
<td>25%</td>
</tr>
</tbody>
</table>
| Logic Model (Group or Individual Assignment)   | Select Program: 6/1
Draft: 6/8
Final: 6/29 | 20%     |
| Outcome Evaluation Plan & Data Visualization Slide Deck (Individual or Group Assignment) | 8/8 | 35%     |

**Attendance, Engagement & Participation**

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course.

This course covers a content domain that is extensive, and given the time frame of the course each class moves quickly in discussing information. Participation and engagement is broadly defined and includes class time as well as other forms of engagement - including showing up on time/posting/submitting assignments on time and returning from breaks on time/responding to questions or comments in a timely manner. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing student hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation.
This course has no formal attendance policy recognizing there is a multitude of challenges for many students to show up in this capacity each week. Each class lecture will be recorded and posted on Canvas within 24 hours of the class session. Students who do not attend the synchronous sessions are still expected to watch the lecture and complete any corresponding readings and other pre-work as well as in-class activities.

**Online Modules:** U-M SSW evaluation instructors have developed (6) self-paced online modules to be completed throughout the semester. Suggested dates are posted in the class schedule above, corresponding to particular course sessions. Certificates of completion must be uploaded to Canvas for each module. All modules must be completed to receive credit. Must be completed by 8/1.

**Logic Model:** 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. You may select a program you know well through work, volunteering, or field placement; or a program you want to learn more about.

Part 1: Select a program by providing the name, description, and brief overview.

Part 2: Draft a logic model for the selected program and you will receive feedback.

Part 3: Update your logic model based on the feedback you received.

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 outcomes. It is recommended to use one of the templates provided.

**Outcome Evaluation:**

**Part 1: Plan**

Write an evaluation plan to measure the selected program outcomes specified in the logic model assignment. Components of the plan outline 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 practices
PART 2: Data Visualization

Using data visualization principles, students will generate a slide deck of results using data either pre-existing data from the agency you selected or made up data (at least 5 slides) to present to the "client" at the end of the term.

Grading

It is important to keep in mind that you are not your grade! Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

Excellent Work

Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 93 range constitutes an A minus which translates to a 3.7. Students display excellent work (beyond course expectations) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student’s work.

Good Work

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translates to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the “excellent” category.

Work Minimally Meets Course Expectations

Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitutes a C plus which translates to 2.3. Grades in the 74 to 77 range constitute a C which translates to 2.0. Grades in the 71 to 73 range constitute a C minus which translates to 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

Failing Work
Grades in the 0 to 70 range constitute an F which translates to a 0.0
Student demonstrates poor or unacceptable work during the course in several ways:
inadequate understanding of course content, poor quality written work, plagiarism, and poor
or unethical demonstration of practice skills.

<table>
<thead>
<tr>
<th>Assessment Classification</th>
<th>Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Work (above course expectations)</td>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>91-93</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good Work (meets course expectations)</td>
<td>88-90</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>84-87</td>
<td>B</td>
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</tr>
<tr>
<td></td>
<td>81-83</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor Work (meets minimal course expectations)</td>
<td>78-80</td>
<td>C +</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>74-77</td>
<td>C</td>
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</tr>
<tr>
<td></td>
<td>71-73</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Failing Work</td>
<td>70-0</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

More information on MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

Academic Integrity and Plagiarism
You are expected to adhere to the NASW Code of Ethics, UM’s Academic and Professional Standards of Performance, the criteria for student evaluation and review found in the MSW Handbook, and the University rules concerning academic misconduct, found in the University’s Honor Code.

The University’s definition of Academic Misconduct includes, but is not limited to:
- Plagiarism, including any representation of another’s work or ideas as one’s own in academic and educational submissions.
- Cheating, including any actual or attempted use of resources prohibited by the instructor(s) or those that a reasonable person would consider inappropriate under the circumstances for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- Double submission, including any submission of an academic work for more than one course without expressed permission.
- Fabrication, including any falsification or creation of data, research or resources to support academic submissions.

Grade Contestation: We strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future. If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade in person. Note that re-
reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.

**Accommodations for Students with Disabilities:** If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000 or go to http://www.umich.edu/~sswd/ Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

**Health and Wellness Services:** Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu), 734-936 0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

**Dependent Care Resources:** For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

**Religious Observances:** Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

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

**Other Policies**

**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.

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

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.

Inclusivity Policy
Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions
are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.