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
- Examine how program evaluation and research inquiry is used by social workers to advance practice, policy, and service delivery effectiveness (Essential 25, 44; EPAS 1, 4, 5, 9).
- Discover how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
- Create a logic model to describe a program's operational processes and outcomes (Essential 21; EPAS 7, 8).
• Design an outcome evaluation plan of a social work practice, program or intervention, including the selection of standard scales and/or culturally responsive outcome collection methods (Essential 27, 44; EPAS 1, 4, 5, 8).
• Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness (Essential 44; EPAS 1, 5).
• Develop strategies to manage, analyze, and report data results to inform practice improvements at multiple levels (Essential 7, 23, 24, 27; EPAS 4, 7, 8, 9).
• Formulate strategies for involving stakeholders in translating and disseminating data results using multiple formats (Essential 23, 25, 27, 44; EPAS 1, 4, 5, 8, 9).

c. **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 and increase their appreciation of the relevance of research and evaluation for social work practice.

**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 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.

**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 is one textbook that you may choose to purchase or rent. Alternatively, you can access the textbook online through the UM Library. The textbook is:
  - Link to textbook (you must be signed in to UM Library in order to access it: *Program Evaluation for Social Workers: Foundations of Evidence-Based Programs*

#### b. Class schedule

This course consists of 13 learning modules that are organized into the following topic areas. All required readings, resources, and videos are posted in this module in Canvas:

<table>
<thead>
<tr>
<th>Module &amp; Topic</th>
<th>Assessments</th>
</tr>
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<tbody>
<tr>
<td>Module 1: Introduction to Program Evaluation</td>
<td>• Weekly Discussion</td>
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<tr>
<td>5/9/2023 at 6pm EST</td>
<td></td>
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<tr>
<td>Module 2: Using Research to Advance Social Justice</td>
<td>• Weekly Discussion</td>
</tr>
<tr>
<td>5/16/2023 at 6pm EST</td>
<td></td>
</tr>
<tr>
<td>Module 3: Logic Models and Outcomes</td>
<td>• Weekly Discussion</td>
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</table>
| 5/23/2023 at 6pm EST                               | • **Web Module: Evaluation Types, Evaluation Questions**
|                                                    | • **Selection of Program**                       |
| Module 4: Evaluation                                | • Weekly Discussion                              |
| Module 5: Qualitative Data Collection | • Weekly Discussion  
|                                      | • *Draft of Logic Model* |
| Module 6: Quantitative Data Collection | • Weekly Discussion  
|                                      | • *Web Module: Data Collection Methods, Sampling Methods* |
| Module 7: Qualitative Data Analysis | • Weekly Discussion  
|                                      | • *Web Module: Statistical Tests*  
|                                      | • *Final Logic Model*  
|                                      | • *Group: Data Collection Summary* |
| Module 8: Quantitative Data Analysis | • Weekly Discussion |
| Module 9: Data Visualization | • Weekly Discussion  
|                                      | • *Web Module: Evaluation Design Rigor* |
| Module 10: Use of Evaluation Results | • Weekly Discussion  
|                                      | • *Data Visualization Slides* |
| Module 11: Communicating and Reporting Culturally Responsive Evaluation | • Weekly Discussion  
|                                      | • *Group: Final Group Report* |
| Module 12: Synthesis | • Weekly Discussion  
|                                      | • *Outcome Evaluation Plan* |
| Module 13: Program Improvement | • Weekly Discussion |

c. **Assignments** — more detailed assignment descriptions in Canvas

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/%</th>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Task</th>
<th>Points</th>
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</table>
| Engagement & Discussion                       | • 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  
  Initial post due on 2 (Sundays at 6pm) days before each live meeting  
  Peer responses due on the day of live meeting | 260 points (26%)                                                   |----------|
| Web Modules                                   | • Complete the web modules and upload your certificates  
  • CLOs associated with this assignment: 3, 4  
  • PODS Capacities associated with course engagement: A, B, C, D, E  
  Due by 6pm on the day of the respective live meeting in Modules 3, 6, 7, 9. | 90 points (9%) |}
| Selection of Programs                         | • Select the program that you will use for the Logic Model assignment  
  • CLOs associated with this assignment: 3  
  • PODS Capacities associated with course engagement: C  
  Due on the day of the live meeting in Module 3. DUE: 5/23/23 at 5:59pm before Module 3 live session | 10 points (1%) |}
| Draft of Logic Model                          | This assignment is due on the day of the live meeting in Module 5. DUE: 6/6/23 at 5:59pm before Module 5 live session | 0 (not graded but feedback provided to student) |}
| Logic Model                                   | • Create a logic model to analyze a program’s outcomes  
  • CLOs associated with this assignment: 3  
  • PODS Capacities associated with course engagement: C  
  Due on the day of the live meeting in Module 7. DUE: 6/20/23 at 5:59pm before Module 7 live session | 100 points (10%) |}
| Data Visualization Slides                    | • Create graphics that communicate key data findings  
  • CLOs associated with this assignment: 6, 7  
  • PODS Capacities associated with course engagement: C  
  Due on the day of the live meeting in Module 10. DUE: 7/17/23 at 5:59pm before Module 10 live session | 150 points (15%) |}
| Final Group Report                            | • Submit a report reflecting results from your data analysis  
  • CLOs associated with this assignment: 7  
  • PODS Capacities associated with course engagement: A, B, C  
  | 250 points (25%) |
Due on the day of the live meeting in Module 11. DUE: 7/25/23 at 5:59pm before Module 11 live session

<table>
<thead>
<tr>
<th>Outcome Evaluation Report</th>
<th>140 points (14%)</th>
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<tbody>
<tr>
<td>• Outline an outcome evaluation plan</td>
<td></td>
</tr>
<tr>
<td>• CLOs associated with this assignment: 4, 5, 6</td>
<td></td>
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<tr>
<td>• PODS Capacities associated with course engagement: A, B, C</td>
<td></td>
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</tbody>
</table>

Due on the day of the live meeting in Module 12. 8/1/23 at 5:59pm before Module 12 live session

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<thead>
<tr>
<th>Total</th>
<th>1000 points (100%)</th>
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d. **Attendance Policy**

Students are expected to attend all the live, synchronous class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts.

- Students must notify the instructor 24 hours in advance.

Reference link to the general Policy on Class attendance in the MSW Student Guide is- https://ssw.umich.edu/msw-studentguide/section/1.09.00/17/policy-on-class-attendance

Attendance and how engaged you are in class will be monitored throughout the semester. Students are expected to attend the weekly session prepared to participate. This includes completing assigned reading, being prepared to facilitate discussion on readings, and homework prior to class.

Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion and work with you to try to find a plan to address this issue.

NOTE: Students are expected to attend ALL class sessions. However, I understand “life happens” when we least expect it. You are expected to conduct yourself in this class in the same manner you would in field or at work as it relates to attendance. This means that I do not distinguish between “excused” and “unexcused” absences. Instead, the portion of grade dedicated to attendance reflects how your conduct yourself in the event of an absence. You are expected to communicate the absence to me, and to the members of your team, ideally in advance of the absence. *And it is your responsibility to first review the module, powerpoint, and syllabus to determine what you’ve missed, before sending a generic “what did I miss?” email to the professor.* Recurring absences, or failure to communicate in a professional manner will impact this portion of your grade negatively.
Even if you are absent from a class session, you are still responsible for submitting and assignments and homework due that day. Coming to or leaving class mid-way is considered an absence. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session available on canvas and to make arrangements to complete work missed during the class session.

e. **Live class participation**

- **Log in** at least 5 minutes before the start of the session.
- Use the session to gather as much information needed to complete assignments; therefore, please come to each session prepared with questions or points of clarification.
- **Respect**: Everyone has the right to be heard and to their opinion. While you may not agree with a peer’s responses, it is important to remain respectful of their right to express themselves. Respect is also a key aspect our the dynamic between students and the instructor. Please make sure to focus only on class during the live scheduled sessions.
- **Professionalism**: As social workers, professionalism and integrity are woven into our field; these core values should be attended to in the same manner during our Zoom sessions.
- **Camera**: Although it is not required to turn on your camera, doing so will provide a more personable experience during the online exchange, and thus is highly encouraged.
- **Muting**: When possible, ensure that your microphone is muted unless you are engaging in the session’s dialogue to avoid unwanted noise and distraction.
- **Participation**: Participation in classroom discussion is expected of all students, but I recognize that not all people participate in the same way. Please make the effort to either contribute verbally to full group and breakout discussions or to use the Zoom chat to contribute to the discussions.

f. **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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</thead>
<tbody>
<tr>
<td>100</td>
<td>A+</td>
</tr>
<tr>
<td>94-99</td>
<td>A</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
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<tr>
<td>88-90</td>
<td>B+</td>
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<td>84-87</td>
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<td>81-83</td>
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<td>78-80</td>
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<td>74-77</td>
<td>C</td>
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<tr>
<td>71-73</td>
<td>C-</td>
</tr>
<tr>
<td>68-70</td>
<td>D+</td>
</tr>
<tr>
<td>64-67</td>
<td>D</td>
</tr>
<tr>
<td>&lt;64</td>
<td>E</td>
</tr>
</tbody>
</table>

g. **Late Assignments**

- Assignments are due at or before the dates/times listed on the syllabus and on Canvas.
- Please submit all work on time. Except for the grant application assignment, 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.

- **Note:** Late submissions for the grant application assignment will not be reviewed and will receive a score of 0. I use this policy because if you submit a grant late to a funder, it will not be reviewed.

h. **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 during a re-evaluation of the grade.

i. **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 (beyond the recorded zoom aspect baked into the class). 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.

j. **Health-Related Class Absences**

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

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

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