

UNIVERSITY of NORTH CAROLINA at CHAPEL HILL
SCHOOL OF SOCIAL WORK

Course: **SOWO 292. Evaluation of Social Interventions**

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Semester: **Fall 2004**

Course Description:

Students develop knowledge of the purposes of evaluation research, and the approaches and methodologies necessary to evaluate social work interventions.

Course Objectives:

Upon completion of this course, students will be able to demonstrate the following:

- 1) Skill in developing and implementing social intervention research that is relevant to social work practice and policy;
- 2) Skill in evaluating social intervention research and applying the findings to social work practice and policy;
- 3) Skill in qualitative and quantitative research design, measurement, data analysis, and knowledge dissemination;
- 4) Knowledge of the practical, political, and economic issues related to social intervention research;
- 5) Skill in designing social intervention research that is sensitive to and addresses racial, gender, social, economic, and other issues of difference;
- 6) Ability to apply knowledge of social work ethics and values to the design of social intervention research.

Expanded Description

This course introduces advanced students to the processes necessary for the evaluation of social work practice and policy evaluation. Building on the knowledge gained in the foundation course SoWo 102, Introduction to Research Methodology, the course provides a results-based accountability framework so students may gain:

- (a) skills in accessing and assessing public databases and research literature as a foundation for evidence-based practice,
- (b) knowledge of evaluation models and methodology available to implement results-based evaluation, and
- (c) the ability to work within a results-based accountability system in their social work practice.

Required Texts:

Royse, D.; Thayer, B.A.; Padgett, D.K. & Logan, T.K. (2001) *Program evaluation: An introduction*. (3rd Edition) Belmont, CA: Brooks-Cole.

Hatry, H., van Houten, T., Plantz, M.C. and Greenway, M.T. (1996). *Measuring program outcomes: A practical approach*. Alexandria, VA: United Way of America.

Berg, B.L. (2004). *Qualitative research methods for the Social Sciences, Fifth Edition*. Boston: Pearson.

The required texts are available in the health sciences bookstore. These required texts are also available on reserve at Davis Library.

Copies of supplemental readings will be supplied as handouts or via email as attachments (either Word.doc files or pdf files). Some supplemental readings are available on-line and their web addresses (urls) will be noted with the citation as they are assigned. Additional supplementary readings may be recommended or assigned, at the discretion of the instructor, according to the needs of the class members

Teaching Methods

Most class periods will include a lecture by one of the instructors, class discussion, and skill building activities, when appropriate. Each student is expected to participate regularly in class discussions about the concepts studied and to participate in each of the skill-building exercises. Skill building exercises will integrate readings and previous assignments into the exercises. Written assignments are designed to build upon each other. Readings have been chosen as examples of general principles as they operate in the local North Carolina context.

An in-class mid-term and final examination over evaluation content and readings is required of all students. This is non-negotiable. Failure to take an examination will result in the loss of all assigned points for the final grade. Legitimate excuses will be considered and, if agreed upon, the make-up exam will be in the form of an in-office oral examination over the material.

Assignments and Course Performance Assessment:

Assignments 1&2	10%
Mid-term Exam:	30%
Assignments 3&4	10%
Final proposal assignment	20%
Final Exam:	<u>30%</u>
Course Total	100%

Written assignments are due at the beginning of class on the date noted. Assignments may be submitted in writing or as an email attachment in Word. Assignments that are submitted as an email attachment will receive a confirmation that the assignment has been received and whether or not it was able to be opened. If there was a problem opening the assignment the student will be notified. When submitting assignments by email, please take the proper precautions to assure that your file is virus-free.

A short description of each of the assignments is included at the end of this syllabus. Detailed instructions for written projects, any required oral class presentations, and the final project will be provided in separate documents.

Format for Written Work

Assignments must be typed and use APA format (including, but not limited to, APA guidelines on line spacing, margins, punctuation, within text citations, reference list, and headings). Students should refer to the *UNC School of Social Work Style Guide: A Writing Manual for Social Work Students* and/or the *Publication Manual of the American Psychological Association* (5th ed.) for information on APA format. In addition, students should refer to the *School of Social Work Style Guide*, pages 26-32, for guidelines on how to cite others' work properly and avoid plagiarism.

Grading System

<u>Points</u>	<u>Grade</u>
<69	F
70 - 79	L
80 - 93	P
94 - 100	H

Completion of all assignments and exams in the class at an acceptable standard will be required for a grade of "P" in the class. If the completed work is unacceptable or if required work or exams represents unacceptable levels of responsibility on the part of a student or a group in a group assignment, a grade less the "P" will be assigned. Missing more than 3 classes or failing to participate at an acceptable level on group assignments will result in a lower grade.

Policy on Unexcused Absences

Because class periods contain skill building components it is important that students attend class. It is expected that students will attend each class. However, absences may be excused by the instructor for good cause. Students should request an excused absence in an email to the instructor (a) before the class period if the absence is anticipated, or (b) within a week after the absence if the absence was unanticipated. Students may have two unexcused absences with no penalty.

Policy on Incompletes and Late Assignments

There are out of class assignments that have due dates that must be met for full credit to be assigned. Students must notify the instructor *before* the due date and time by email if an assignment is going to be turned in late. Whenever possible, students should notify the instructor at least 24 hours before the due date. Extensions may be given at the instructor's discretion for extenuating circumstances—extensions will not be granted in all cases. Students will lose five points (i.e. from an 85 to an 80) for each 24 hours beyond the due date and time (including weekends) for unexcused late assignments or late assignments that are not discussed with the instructor.

The due date on the class presentation and final project are fixed. Students must notify the instructor *before* the due date and time by email if it is impossible to meet the requirements at the time due. Alternate arrangements may be made at the instructor's discretion for the class presentation. Consideration for a grade of incomplete will be made on a case by case basis depending upon circumstances.

Policy on Academic Dishonesty

All written assignments (exams, projects, logic models) should include the following signed pledge. We will discuss the procedures to use if assignments are turned in by email.

“I have neither given nor received unauthorized aid in preparing this written work.”

Students are also held responsible for properly citing references in their written work. This topic is discussed at length in the SSW Writing Guide. Students should review the Writing Guide content on citations and plagiarism.

Students in the class who observe or are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form.

Policy on Accommodations for Students with Disabilities

Students with disabilities that affect their participation in the course or fulfillment of course requirements may notify the instructor. Special accommodations in instructional format, or the format of assignments, will be considered.

Course Outline
SoWo 292

Note: Reading assignments are to be completed by the class date for which they are listed.

Class Date	Topics and Readings
September 3	<p>A) Course Orientation: Integration of Social Work Research, Evaluation and Practice</p> <p>B) Foundations for Accountable Practice Introduction to Accountable Practice and Evaluation of Social Interventions History, Ethics, Issues of Diversity, Social Justice, and Inclusion</p> <p>Royce et al.: Chapter 1 Introduction Chapter 2 Ethical Issues in Program Evaluation</p> <p>Berg: Chapter 1 Introduction, Chapter 2 Designing Qualitative Research Chapter 3 Ethical Issues</p> <p>C) Program Evaluation Modeling: Evidence Based Practice Results Management and Logic Modeling</p> <p>Hatry et al. (pp. 1-58) Orthner, D.K. & Bowen, G.L. (2004). Strengthening practice through results management. In Roberts, A.R. & Corcoral, K. (eds), <i>Handbook of Practice-Focused Research and Evaluation</i>. New York: Oxford University Press. (email distribution) Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. <i>Families in Society</i>, 80 (4) 341-350. (email distribution)</p>
September 17	<p>A) Baseline Assessment of Needs and Problems Approaches to assessing baseline needs for interventions</p> <p>Royce et al.: Chapter 3 Berg: Chapter 8 Log into North Carolina (LINC). http://linc.state.nc.us/ [Database on NC community statistics by county] North Carolina Census Data. http://library.uncg.edu/depts/docs/nc/census.html DHHS/SAMHSA Clearing House on Alcohol and Drug Abuse. http://www.icpsr.umich.edu/SAMHDA/ [Data archive on substance abuse]. Rash, B.C. & McCoy, B. (February 28, 2001) Social Capital Benchmark Survey: Executive summary for the Charlotte region. Charlotte, NC: Foundation for the Carolinas. http://www.cfsv.org/communitysurvey/docs/carolinas_sh.pdf Annie E. Casey Foundation (2004). 2004 KIDS COUNT Data Book Online. Baltimore, MD: Author. http://www.aecf.org/kidscount/databook/</p> <p>B) Qualitative Assessment of Needs and Problems</p>

Qualitative methods for social interventions

Royce et al.: Chapter 4

Berg: Chapters 4, 5, 6, 10

ASSIGNMENT DUE TODAY: Log onto <http://cme.nci.nih.gov> and complete the training to become certified to participate in research involving human participants. Print out several copies of your certificate. Turn one in to me.

October 1

A) Client and Program Outcome Designs

Designs to assess program results for clients/participants

Royce et al.: Chapters 6, 8, 9 (pp. 213-226)

Berg: Chapter 10

Hatry et al. (pp. xv, 81-112 and 125-128)

Orthner et al., (1995). Impact Evaluation of the North Carolina JOBS Program. Chapel Hill: Human Services Research & Design Laboratory. (on reserve)

B) Program Impact and Cost Designs

Designs to assess net program impacts and return on investment

Royce et al.: Chapter 9 (pp. 226-248), 10

The Perry Preschool Project (2002) Significant Benefits: The High/Scope Perry Preschool Project. Read webpage and then view all of the slides of the project using Power Point.

<http://www.highscope.org/research/PerryProject/perrymain.htm>

Sorenson, J.E. Client Outcomes and Costs in Frontier Mental Health Services: Letter to the Field #13

<http://www.wiche.edu/mentalhealth/frontier>

[RK:IFPS ARpt]

October 22

A) Midterm Examination: In Class (morning, 2 hours)

B) Intervention Process Designs:

Evaluability Assessments and Intervention Flow Modeling

Royce et al.: Chapter 5

Berg: Chapter 10

Assigned readings TBD

[RK K&R-A Retro]

November 5

Measurement Instruments for Evaluation:

Constructing and Using Interview Guides, Questionnaires, Scales and Indexes

Royce et al.: Chapters 11, 12

Hatry et al., (pp. 59-80, 147-163)

Orthner, D.K., Jones-Senpai, H., & Williamson, S. (2001). Income and family strength in North Carolina. Chapel Hill: Jordan Institute for Families. <http://ssw.unc.edu/jif/publications/>

[RK-NCFAS/NCFAS-R, ARCH docs]

November 19

A) Quantitative Data Analysis: Statistics of Difference & Association

Royce et al.: Chapters 14

Hatry et al. (pp. 113-124)

B) Qualitative Data Analysis (this class meets in the Auditorium)

How to analyze qualitative data for use in evaluations

Berg: Chapters 7, 9, 11

[RK VBCR proj]

C) Reporting Evaluation Results

Preparing findings of results for a variety of audiences

Royce et al.: Chapter 15

Berg: Chapter 12

December 3

Using Evaluation Data for Program Design and Improvements

Overcoming Evaluation Challenges

Royce et al.: Chapters 13

Hatry et al. (pp. 125-145)

NOTE:

On this date, the morning class period will be used by Dr. Strom Gottfried. The afternoon discussion on the topic listed above will occur at the home of Dr. Kelly Reath, after appropriate prandial celebration.

Final Exam: Take home exam, to be distributed at the home of Dr. Kelly Reath