THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SCHOOL OF SOCIAL WORK

Course Number: SOWO 810
Course Title: Evaluation of Social Work Interventions
Semester and Year: Spring 2013
Course Website: http://sakai.unc.edu
Time and Location: Mondays 10:30am-11:50am
TTK Room 101
Instructor: Danielle C. Swick, PhD, MSW
School of Social Work
TTK Building, Rm. 421A
Phone: 919-843-0063
Email: d cg@email.unc.edu
Office Hours: Tuesdays 12-1:30pm, and by appointment

Course Description:

Students gain advanced knowledge of evaluation methods and evidence-based practices that can be applied to the evaluation of social work interventions in their areas of practice.

Learning Objectives:

Upon completion of this course, students will be able to draw from knowledge of research methods and evidence-based practice, and work collaboratively with supervisors, colleagues, peers, and consumers, to design, implement, and disseminate the results of an evaluation of an intervention, program, service or policy that may be needed by current or prospective consumers or program or policy planners. Specifically, students will demonstrate:

1) Skills for reviewing and presenting information about the importance of a social problem addressed by an agency, including its relation to discrimination based on culture, economic status, gender, religion, age, or sexual orientation;
2) The ability to consider this social problem in the context of current service delivery, and critically determine a matter requiring evaluation related to client need, the process of service delivery, or service outcomes;
3) The ability to design an appropriate evaluation, including identifying a sample, determining a suitable study approach; and selecting appropriate, reliable, and valid measures (including consideration of validity for the targeted population); 
4) The ability to plan, conduct, and synthesize appropriate qualitative or quantitative analyses; 
5) The ability to apply knowledge of social work ethics and values to the design of a practice intervention or other types of evaluations; 
6) The ability to consider the implications of results for practice and policy (including implications related to the agency’s success in working with clients from different groups); 
7) The ability to summarize evaluation results and program improvement plans in a concise written document; and 
8) The ability to present evaluation plans and program improvement plans to appropriate audiences.
Required Texts:

- Supplemental readings are available on Sakai or through UNC libraries databases. Additional supplementary readings may be recommended or assigned at the discretion of the instructor.

Accommodations for Students with Disabilities:
Students with disabilities, which affect their participation in the course, should notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered. Accommodations and services are provided by Disability Services (Voice/TDD 962-8300; 966-4041). Learning Disability Services (962-7227) provides supportive services for students with learning disabilities and attention-deficit/hyperactivity disorders.

Policy on Academic Dishonesty:
Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. All written assignments should include the following pledge: “I have neither given nor received unauthorized aid in preparing this written work.” Sign and date your statement.

Teaching Methods and Accountability:
SOWO 810 is a hybrid/blended class that includes a combination of in-person class sessions and online lessons. Students are expected to meet for class as the syllabus outlines as well as complete all online activities. Most in-class sessions will include class discussion of critical content issues/questions and skill-building activities with teams.

APA and Written Assignments:

The UNC School of Social Work APA Quick Reference Guide (http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf) also contains basic APA information and a section on how to avoid misuse of the words and ideas of others in your written work. Students are strongly encouraged to review the section on
plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

Course Assignments:

1. Assessments (25%):
As in 510, assessments evaluate your mastery of online content and assigned readings. There are two individual and three team in-class assessments.

2. Quantitative Lab (20%):
There will be 1 in-class quantitative lab.

3. Qualitative Report (20%)
There will be a multi-component qualitative project that will result in a final qualitative report. Students work on this project with their teams in and out of class.

4. Expert Lesson (20%):
Expert consultation activity based on your new expertise in one evaluation method.

5. Peer Evaluation of Team Participation (15%):
Students will evaluate the level and quality of their fellow team members’ participation throughout the semester.

Assignments and Course Performance Assessment:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Assessments (individual)</td>
<td>10%</td>
</tr>
<tr>
<td>3 Assessments (team)</td>
<td>15%</td>
</tr>
<tr>
<td>Quantitative Lab (individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Qualitative Report (individual/team)</td>
<td>20%</td>
</tr>
<tr>
<td>Expert Lesson (individual/team)</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Evaluation of Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;69</td>
<td>F</td>
</tr>
<tr>
<td>70 - 79</td>
<td>L</td>
</tr>
<tr>
<td>80 - 93</td>
<td>P</td>
</tr>
<tr>
<td>94 - 100</td>
<td>H</td>
</tr>
</tbody>
</table>

Attendance and Participation:
Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. We will be covering a great deal of information in each class. If you will not
be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Students with more than two absences, or those who are late to more than four classes, will receive an “L” unless they have made prior arrangements with the instructor. In order to fully participate in and benefit from each class session, students should complete required readings before class and come to class prepared to discuss them.

**Policy on Incomplete and Late Assignments:**
A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a conversation with the instructor to request an Incomplete.

**Late assignments are strongly discouraged.** To obtain permission to submit an assignment after the deadline, the student must seek approval from the instructor before the day that the product is due. If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor.

Please note that technical difficulties are not an acceptable excuse for turning in an assignment or quiz late. All technical inquiries should be directed to the staff of the SSW Computing Information and Technology Unit (CITU). Please contact Manuel Garcia at megarcia@email.unc.edu or 919-962-6416.

**Policy on the Use of Electronic Devices in the Classroom:**
Please set your cell phones to vibrate. Use of laptops is permitted only as a tool for small team activities and in-class assignments or as an approved accommodation for students with disabilities.

**COURSE OUTLINE AND ASSIGNMENTS**

**Week 1, Jan 14: Introduction to Course**

Students will have an in-class session this week

**Goal:**
By the end of this session, students will review the procedures for the online course lessons and understand the assignments they are to undertake in the course. Students will also review evidence based practice and types of program evaluation.
Assignments to complete after class:
As needed, review content on the following SOWO 510 Sakai Lessons (no quiz required):
- Introduction to Evidence-Based Practice
- Orientation and Strategies for Needs Assessments
- Formative and Process Evaluation Assessment
- Outcome and Impact Evaluation
- Designing and Evaluation

Readings to complete after class (review as needed):
Rubin & Babbie: Chapter 2
Royse et al.: Chapters 1, 3, 5, 7, 9, and 10
Hatry et al.: Step 1

January 21: No class

Week 2, Jan 28: Quantitative Evaluation (1)—Measurement Levels and Univariate Statistics
Students will have an in-class session this week

Goal:
By the end of this session, students will be able to interpret univariate statistics and will be familiar with how they can be presented effectively. Students will be familiar with measurement levels and how variables can be coded in different measurement levels.

Assignment:
Review content on the following Sakai Lessons:
- Measurement and Questionnaire Construction
- Quantitative Data Analysis (Part I)

Readings to complete before class:
Rubin & Babbie: Chapter 17 (pp. 290-293)
Royse et al. Chapter 14 (pp. 341-351 & 362-370)

Class time will include:
**Individual Assessment**
**Team Assessment**
Team activity on measurement level and interpreting tables with univariate statistics
Team activity on developing a clinically useful outcome variable
Week 3, Feb 4: Quantitative Evaluation (2)—Bivariate Statistics

Students will not have an in-class session this week

Goal:
By the end of this session, students will understand different types of bivariate analyses.

Assignment:
- Review content on Sakai Lesson “Quantitative Data Analysis (Part II)”

Readings to complete by this week:
Rubin & Babbie: Chapter 17 (pp. 293-301)
Royse et al. Chapter 14 (pp. 351-362)
Hatry et al.: Step 6 (pp. 113-124)

Week 4, Feb 11: Quantitative Evaluation (3)—Bivariate Statistics (cont.)

Students will have an in-class session this week

Goal:
By the end of this session, students will have had experience interpreting tables and choosing appropriate statistical tests for evaluating practice.

Assignment to complete before class:
- Review content (as needed) on Sakai Lesson “Quantitative Data Analysis (Part II)”

Reading to complete before class:

Class time will include:
**Team assessment**
Team application activity on choosing statistical analyses.

Week 5, Feb 18: Quantitative Evaluation (4)—Data Analysis

Half of the class will have an in-class session this week in the computer lab

Goal:
By the end of this session, students will be able to run basic statistical analysis with Microsoft Excel (with PC’s only), graphically present findings, and interpret the results.

Assignment:
In class lab using Excel to conduct descriptive analyses and basic statistical tests.

**E-mail me your completed lab by Monday, February 25th at 10:30am.**

**Readings:**
Review readings from Weeks 2-4 as needed.

---

### Week 6, Feb 25: Quantitative Evaluation (5)—Data Analysis

Half of the class will have an in-class session this week in the computer lab

**Goal:**
By the end of this session, students will be able to run basic statistical analysis with Microsoft Excel (with PC's only), graphically present findings, and interpret the results.

**Assignment:**
- In class lab using Excel to conduct descriptive analyses and basic statistical tests.
  
  **E-mail me your completed lab by Monday, March 4th at 10:30am.**

**Readings:**
Review readings from Weeks 2-4 as needed.

---

### Week 7, March 4: Qualitative Evaluation (1)—Introduction and Overview

Students will have an in-class session this week

**Goal:**
By the end of this session, students will be able to design and plan for qualitative interviews.

**Assignment to complete before class:**
Review content on Sakai Lesson “Qualitative Evaluation – Methods and Data Collection”

**Readings to complete before class:**
Royse et al.: Chapter 4 (pp. 83-104)
Rubin & Babbie: Chapters 7 (pp. 102-110) and 13 (pp. 218-234)

**Class time will include:**
**Individual Assessment**
**Team Assessment**
Teams developing their interview guides
Starting to collect interview data (if time)

**March 11: No class—Spring Break**

<table>
<thead>
<tr>
<th>Week 8, March 18: Qualitative Evaluation (2)—Data Collection, Data Analysis, &amp; Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have an <strong>in-class session</strong> this week</td>
</tr>
</tbody>
</table>

**Goal:**
Gain experience collecting qualitative data through interviews and analyzing qualitative data. Learn how to write a qualitative report according to Royse et al. chapter 15. Also refer to Rubin & Babbie, Appendix B, *Additional considerations when writing a qualitative report*.

**Assignments to complete before class:**
- Review content on Sakai Lesson “Qualitative Analysis”

**Readings to complete before class:**
Rubin & Babbie: Chapter 18

**Class time will include:**
Collecting interview data according to evaluation plan
Analyzing qualitative data
Beginning to write up report

**Week 9, March 25: Qualitative Evaluation (3)—Reporting of results**

| Students will have an **in-class session** this week |

**Goal:**
Gain experience providing evaluation results to stakeholders and defining next steps.

**Assignments to complete before class:**
Teams come to class prepared to present their major findings and their initial recommendations for practice. 

Email me a copy of your team’s qualitative report by Monday, March 25th at 10:30am.

**Class time will include:**
Reporting of major findings and coming to a consensus on final recommendations for practice.
Choosing topics for expert consultation.

**Week 10, April 1: Team Work Sessions**
Students will not have an in-class session this week

**Goal:**
Students will meet in their teams this week to prepare their 1-2 page handouts for the expert rotation.

**Assignment:**
E-mail me a copy of your 1-2 page handout by **Monday, April 8th at 5:00pm** – I will provide your team with feedback and then send back to your team for revisions.

**Week 11, April 8: Team Work Sessions**
Students will not have an in-class session this week

**Goal:**
Students will meet in their teams this week to finalize their 1-2 page handouts for the expert rotation and prepare for the expert rotation.

**Assignment:**
E-mail me your revised 1-2 page handout (incorporating my feedback) by **Sunday, April 14th at 5:00pm**.

**Week 12, April 15: Expert Rotation**
Students will have an in-class session this week.

**Goal:**
Share your expertise on one topic area.

**Assignment to complete before class:**
Become an expert in your assigned topic, prepare a 1-2 page handout, and be prepared to present on your topic.

**Week 13, April 22: Expert Rotation**
Students will have an in-class session this week.

**Goal:**
Share your expertise on one topic area.

**Assignment to complete before class:**
Become an expert in your assigned topic, prepare a 1-2 page handout and be prepared to present on your topic.