

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 2014

Course Website: <http://sakai.unc.edu>

Time and Location: Tuesdays 10:30am-11:50am, Room 226

Instructor: Bridget E. Weller, Ph.D.

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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:

- Royse, D., Thyer, B. A., & Padgett, D. K. (2010) *Program evaluation: An introduction* (5th ed.). Belmont, CA: Brooks-Cole.
- Rubin, R., & Babbie, E. R. (2010). *Essential research methods for social work* (2nd ed.). Belmont, CA: Brooks-Cole.
- *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 within teams.

The instructional strategy used in this course is Team-Based Learning (TBL). TBL relies on each student's individual-level preparation before class as well as the powerful dynamics of teams. The table below indicates the differences between traditional teaching and TBL.

<u>Learning Objectives</u>	<u>Traditional Teaching</u>	<u>TBL</u>
Ensure students' mastery of course subject matter	-Lecture -Class discussion -Individual study	-Individual study (pre-class) -Readiness Assurance Process (i.e., individual and team-based assessments)
Develop students' ability to use course concepts in thinking and problem solving	-Class discussion -Individual exams/projects -Group work on presentations, papers, etc. (outside-class)	-In-class team work (problem-based discussion within, then between groups) -Individual exams/projects
Enhance students' interpersonal and team interaction skills	-“Sink or swim”	-In-class group/team work (tasks require cooperation; provide feedback on & rewards for both individual and group performance)
Prepare students to be life-long learners	-Little or none	-Active Learning (exposes students to multiple learning strategies; learners become confident & competent)

*Adapted from Team-Based Learning (2002) by Michaelsen, Knight, and Fink.

APA and Written Assignments:

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the *Publication Manual of the American Psychological Association, Sixth Edition (2010)* that is available at most bookstores. The following web sites provide additional information:

<http://juno.concordia.ca/help/howto/apa.php> and <http://www.apastyle.org/apa-style-help.aspx> .

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%):

Assessments evaluate your mastery of online content and assigned readings. There are two individual and three team in-class assessments.

2. Quantitative Lab (25%):

There will be one in-class quantitative lab.

3. Qualitative Lab and Report (30%)

There will be a multi-component qualitative project that will result in a final qualitative report. Students work on this project individually (10%) and with their teams (20%). Tasks will be completed in and out of class.

4. Putting It Together (15%):

There will be a team application activity on the last day of class. Teams will critique evaluations, which will be provided by the instructor one week before the last day of class. Teams will also answer case application questions.

5. Peer Evaluation of Team Participation (15%):

At the end of the semester, students will evaluate the level and quality of their fellow team members' participation throughout the semester. The criteria for the peer evaluation are below.

You will assess the contributions that each team member made to the work of the team. This contribution should reflect your judgment of such things as:

- Preparation – Was the team member prepared when they came to class?
- Contribution – Did the team member contribute productively to group discussion and work?
- Respect for others' ideas – Did the team member encourage others to contribute their ideas?
- Flexibility – Was the team member flexible when disagreements occurred?

It is important that you raise the evaluation of people who truly worked hard for the good of the team and lower the evaluation of those you perceived not to be working as hard. Those who

contributed should receive the full worth of the group's grades; those who did not contribute fully should only receive partial credit. Your assessment will be used mathematically to determine the proportion of the team's points that each member receives.

You will evaluate the contributions of each person in your team *except* yourself, by distributing 100 points among them. The total points for your team *must* equal 100. You can also include comments only for the instructor to review about each team member and anonymous comments for the team member, which the instructor will email to the student.

*Adapted from Team-Based Learning (2002) by Michaelsen, Knight, and Fink.

Assignments and Course Performance Assessment:

2 Assessments (individual)	10%
3 Assessments (team)	15%
Quantitative Lab (individual)	15%
Qualitative Lab and Report (individual – 10% & team – 20%)	30%
Putting It Together	15%
<u>Peer Evaluation of Participation</u>	<u>15%</u>
Course Total	100%

Grading System:

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

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. 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 silent. Use of laptops is permitted only as a tool for small group activities and in-class assignments or as an approved accommodation for students with disabilities.

Emailing Assignments to Instructor

When you email your individual assignments to the instructor, be sure to include your first and last name as well as the name of the assignment in the subject line of your email (e.g., Shon Jones: Quantitative Lab).

When you email your team assignments to the instructor, be sure to include your team name and the name of the assignment in the subject line (e.g., Inspiring Blue Unicorns: Qualitative Lab).

COURSE OUTLINE AND ASSIGNMENTS

Week 1, Jan 14: Introduction to Course & Review of SoWo 510

Students will have an in-class session this week

Goal:

Provide the foundation for the current course by reviewing evidence based practice and types of program evaluation.

Assignments to complete after class:

As needed, review content on the following SOWO 510 Sakai Lessons

- Introduction to Evidence-Based Practice
- Orientation and Strategies for Needs Assessments
- Formative and Process Evaluation
- Outcome and Impact Evaluation
- Designing an Evaluation

Readings to complete after class (review as needed):

Rubin & Babbie: Chapter 2

Royse et al.: Chapters 1, 3, 5, 9

Class time will include:

Review course syllabus

Example of individual and team-based assessments

Review of content from SOWO 510

Week 2, Jan 21: Quantitative Evaluation—Measurement Level and Univariate Statistics

Students will have an in-class session this week

Goal:

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 to complete before class:

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)

Smith, L. A., McCaslin, R., Chang, J., Martinez, P., & McGrew, P. (2010). Assessing the needs of older gay, lesbian, bisexual, and transgender people: A service-learning and agency partnership approach. *Journal of Gerontological Social Work*, 53, 397-401. As you read this article, focus on the methods and the results sections (through the first half of page 395). You will need a copy of this article for class. Recommended: Review the measurement level and univariate statistical sections of the statistics review Powerpoint at the Sakai website (statsreview.ppt).

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, Jan 28: Quantitative Evaluation—Bivariate Statistics

Students will not have an in-class session this week

Goal:

Students will understand different types of bivariate analyses.

Assignments to complete by this week:

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

Readings to complete by this week (focus on the sections on bivariate statistics):

Rubin & Babbie: Chapter 17 (pp. 293-301)

Royse et al. Chapter 14 (pp. 351-362)

Week 4, Feb 4: Quantitative Evaluation—Multivariate Statistics

Students will have an in-class session this week

Goal:

Students will have experience interpreting tables and choosing appropriate statistical tests for evaluating practice.

Assignment to complete before class:

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

Readings to complete before class (focus on the sections on multivariate statistics):

Rubin & Babbie: Chapter 17 (pp. 293-301)

Royse et al. Chapter 14 (pp. 360-362)

Marcynyszyn, L. A., Maher, E. J., & Corwin, T. W. (2011). Getting with the (evidence-based) program: An evaluation of the Incredible Years Parenting Training Program

in child welfare. *Children and Youth Services Review*, 33, 747-757. Focus on Tables 2 and 4 and related text.

Class time will include:

****Team assessment****

Team application activity elaborating on assessment questions

Team application activity on choosing statistical analyses

Week 5, Feb 11: Quantitative Evaluation--Data Analysis (4)

Students will have an in-class session this week in the computer lab.

Goal:

Students will be able to run basic statistical analyses with Microsoft Excel (with PC's only), and graphically present findings, and interpret results.

Assignment:

- In class lab using Excel to conduct descriptive analyses and basic statistical tests.
Email your instructor your completed document by 10:00 am on Saturday, Feb 22.

Readings to complete before this class:

Review readings from Weeks 2-4 as needed.

Note:

This class will meet in one of the computer labs in the social work building. Your instructor will provide you with the location before the start of class.

Students may use a Mac, but the instructions for this activity are for a PC.

Week 6, Feb 18: Quantitative Evaluation--Data Analysis (5)

Students will have the option to have an in-class session.

Goal:

Students can be introduced to software programs such as SPSS, SAS, and STATA.

Assignment:

- **Email your instructor by Feb 22 if you would like to attend an optional class on various statistical software packages.**

Week 7, Feb 25: Qualitative Evaluation—Introduction and Overview

Students will have an in-class session this week.

Goal:

Students will be able to design and plan a qualitative evaluation.

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)

National Science Foundation. (1997). *Overview of qualitative methods and analytic techniques. User-friendly handbook for mixed method evaluations, Chapter 3*. Retrieved from http://www.nsf.gov/pubs/1997/nsf97153/chap_3.htm

Class time will include:

Individual Assessment

Team Assessment

Team activity on planning a qualitative evaluation

Week 8, March 4: Qualitative Evaluation—Data Collection & Analysis

Students will have an in-class session this week.

Goal:

Students will gain experience collecting qualitative data and foundational knowledge on qualitative data analysis.

Assignments to be completed this week:

- **Email your field notes to your team members by March 7.** Do not carbon copy (cc) the instructor.

Readings to complete before class:

Rubin & Babbie: Chapter 18

National Science Foundation. (1997). *Analyzing qualitative data. User friendly handbook for mixed-methods evaluations. Chapter 4*. Retrieved from http://www.nsf.gov/pubs/1997/nsf97153/chap_4.htm

Class time will include:

Collect interview data according to evaluation plan

Team activity on data analysis

March 11: Spring Break No class

Week 9, March 18: Qualitative Evaluation--Data Analysis, *continued*

Students will not have an in-class session this week.

Goal:

Students will gain experience analyzing qualitative data, *independently*.

Assignments to complete by this week:

- Review content on Sakai Lesson “Qualitative Analysis”
- Type your field notes.
- Conduct independent analysis of data of field notes.
- **Submit your field notes and results from your individual data analysis to the instructor by 10:00 am on Saturday, March 22.**

Week 10, March 25: Qualitative Evaluation— Data Analysis and Focus Groups

Students will have an in-class session this week.

Goal:

Students will gain experience analyzing qualitative data with their team and conducting focus groups.

Assignment to complete before class:

- Come to class with your field notes analyzed, including potential recommendations.
- Bring possible focus group questions to class based on your individual data analysis.

Readings to complete before class:

Guidelines for Conducting Focus Groups. Retrieved from

http://assessment.aas.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf

Designing and Conducting Focus Group Interviews. Retrieved from

<http://www.eiu.edu/~ihec/Krueger-FocusGroupInterviews.pdf>

Linhorst, D. M. (2002). A review of the use and potential of focus groups in social work research. *Qualitative Social Work*, 1, 208- 228. Focus only on the ethics section.

Class time will include:

Team-based analysis of data and themes

Conduct focus groups

Week 11, April 1: Mixed Methods

Students will not have an in-class session this week.

Goal:

Become familiar with mixed methods.

Assignments to be completed by this week:

Consider ways that your team's evaluation could use mixed methods.

Readings to be completed by this week:

Best Practices for Mixed Methods Research in Health Sciences. Retrieved from http://obssr.od.nih.gov/mixed_methods_research/section2.aspx. Note: There are many sections to this document, only read "The Nature and Design of Mixed Methods."

Bronstein, L. R., & Kovacs, P. J. Writing a Mixed Methods Report in Social Work Research. *Research on Social Work Practice*, 23, 354-360. (skim this article)

Week 12, April 8: Mixed Methods and Evaluation Report Writing

Students will have an in-class session this week.

Goal:

Discuss the strengths and weakness of mixed methods and begin to develop an evaluation report.

Readings:

Read sections of Royse et al. chapter 15

Review Rubin & Babbie, Appendix B, *Additional considerations when writing a qualitative report*.

Class time will include:

Team activity on mixed methods

Teams begin to develop their evaluation report

Week 13, April 15: Evaluation Report Writing

Students will not have an in-class session this week.

Goal:

Students will collaborate with their team to develop and finalize their evaluation report.

Assignments to complete this week:

- Email your instructor your team's evaluation by 10 am on Saturday, April 19th.

Week 14, April 22: Putting It Together

Students will have an in-class session this week.

Goal:

Students demonstrate their ability to apply course concepts.

Assignment to be completed before class:

Read articles/evaluations distributed by the instructor.

Review class material as needed.

Class time with include:

Teams critique articles/evaluations

Teams answer case application questions

Complete course evaluations

Email your peer evaluation form, which are completed individually, to the instructor by 10:00 am on Wednesday, April 23rd.