



Course No: SOWO 810 (Section 004)
Course Title: EVALUATION OF SOCIAL WORK INTERVENTIONS
Semester: Spring 2021
Time/Location: Tuesdays 2:00PM – 4:50PM, Virtual Class Sessions

Instructor: Todd Jensen, PhD MSW
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Virtual Office Hours (via Zoom):

Tuesdays 12:00 PM – 1:40 PM

Office Hours Zoom Link: <https://zoom.us/j/92083320587>

Connect to Zoom by **Phone** (if needed): 1-646-876-9923; Meeting ID: 920 8332 0587

**If needed, email me to schedule an appointment outside of the posted office hours*

****Dr. Jensen reserves the right to alter this syllabus during the course, as needed****

COURSE DESCRIPTION

Students apply knowledge of research methods and evidence-based practice to the evaluation of social work interventions by developing and conducting a detailed evaluation of a specific social work intervention.

LEARNING OBJECTIVES

Upon completion of this course, students will be able to draw from knowledge of research methods and evidence-based practice, and work effectively with supervisors, colleagues, peers, and consumers to design, implement, and disseminate the results of an evaluation of an intervention, program, service, or policy implemented by their placement agency or 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 program evaluations 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.

All learning and classroom conduct should reflect the **core values of the social work profession**. As indicated in the NASW Code of Ethics, these core values are: (1) service, (2) social justice, (3) dignity and worth of the person, (4) importance of human relationships, (5) integrity, and (6) competence.

TEXTS AND ADDITIONAL RESOURCES

Required: Rubin, R, & Babbie, E.R. (2016). *Essential research methods for social work*. (4th ed.). Belmont, CA: Brooks-Cole.

**3rd and 4th editions of this text are acceptable. A document with chapter differences will be posted to Sakai. Reading assignments are posted with respect to the 4th edition.*

Recommended: Royse, D., Thayer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction* (6th ed.). Belmont, CA: Brooks-Cole.

**5th and 6th editions of this text are acceptable. A document with chapter differences will be posted to Sakai. Reading assignments are posted with respect to the 6th edition.*

I will post our course materials, including syllabus, assignment information, PowerPoints, and links to useful web sites on Sakai, at <https://sakai.unc.edu>. *Supplemental readings are available on Sakai or through UNC library databases. Additional supplementary readings (along with changes to course content and organization) may be recommended or assigned at the discretion of the instructor.*

ASSIGNMENTS

Student performance will be evaluated based on the assignments described below (**detailed instructions for each assignment will be available on Sakai in the "Assignments" folder under the "Resources" tab**).

The student's primary assignment in this course is an evaluation project. Each student will design and conduct an evaluation of an intervention, program, service, or policy related to an important social problem. Ideally, this social problem will be one that is addressed in the field agency setting. If not, students can work with the instructor to find existing data or to formulate a data collection strategy within the scope of the class (e.g., secondary data analysis). Generally, students are expected to evaluate client/program needs or the process and outcomes of practice in their field placement, in the form of a process or outcome evaluation.

This semester-long evaluation will include:

- a focused literature review of the problem being addressed;
- formulation of the practice or policy related evaluation question(s);
- development of the evaluation design, sampling strategy, and measurement plan;
- data collection;
- data analysis;
- writing a final evaluation report; and
- presenting the evaluation findings.

The final project will be a written evaluation report using the general format presented by Royse, Thyer, & Padgett (Chapter 15 in 5th edition; Chapter 14 in 6th edition); it will include an executive summary, introduction, review of the literature, methodology, results, discussion, references, and appendices.

Evaluation Field Agreement

Prior to beginning your evaluation (including the phased assignment worksheets), you must complete the **Evaluation Field Agreement** and have it signed by your field instructor or task supervisor. This form is available, and can be submitted digitally, via Sakai using Drop Box. Use this form to have a conversation about the purpose of the evaluation project and to develop a clear understanding of the scope of your project. This agreement can be amended during the course of the semester if there are substantial changes to your evaluation plan. However, it is critical that your field setting is aware of your project and approves of your plan.

Phased Assignment Worksheets

To ensure that the project is started promptly and can be completed during the semester, each student will complete **four** phased assignment worksheets. These assignments will be used to develop the final evaluation report. *Detailed instructions for each Phased Assignment Worksheet will be available on Sakai in the "Assignments" folder under the "Resources" tab.*

Final Paper/Program Evaluation Report

The primary assignment for this course will be an evaluation of an intervention, program, service, or policy related to an important social problem. It will incorporate content from the four phased assignment worksheets as well as the results and interpretation of the findings. It will include a title page, executive summary, introduction, review of the literature, methodology, results, discussion, references, and appendices. The final evaluation report is

expected to be about **12-15 double-spaced pages in length**, *excluding* the title page, executive summary, references, tables/figures, and appendices. Its organization is as follows, with approximate page allocations indicated in parentheses:

Title Page – The title page should be one page and include a title for your paper and your name and affiliation (i.e., School of Social Work, University of North Carolina at Chapel Hill).

Executive Summary – This one page summary will incorporate the introduction through the discussion/interpretation as described below.

Introduction of the Social/Health Problem (2-3 pages) – The introduction should include a statement of the problem to be addressed (e.g., child abuse and neglect, homelessness, mental illness, post-traumatic stress disorder). Identify the specific population that the problem affects and provide information about the prevalence (i.e., the number and percentage of people in a population who currently have the problem) and incidence (i.e., the number and rate of new cases over time) of the problem.

Discuss the importance of the problem in terms of human and financial costs. How costly is this problem to the individuals it affects? How costly is the problem to society (e.g., health care costs, lost wages, crime)? What are the short- and long-term outcomes of the problem? What are the implications of not addressing the problem for those it affects and society as a whole? Why is the problem an important issue for social work practice to address (i.e., does the problem affect a large number of people, is the population that the problem affects profoundly marginalized or underserved in some way)? Make your reader care about this problem and the population it affects.

Review of the Best Available Evidence (2-3 pages) – Previous empirical research pertaining to relevant interventions, outcomes, or other matters specific to your population and problem of interest should be reviewed concisely and critically in this section.

Start your search with some of the more comprehensive databases (i.e., Web of Science, Social Work Abstracts, Pubmed, PsycINFO). You might also try Google Scholar. Start your review early and contact your professor immediately if you have trouble locating articles. Historically, students who have waited to begin this process have struggled with this section of the paper. So, students are ***strongly encouraged*** to get an early start on this review. If there are no studies about the effectiveness of a particular intervention with your specific population of interest (i.e., functional family therapy with juvenile delinquents who are diagnosed with developmental disabilities) consider reviewing the general literature on the intervention (i.e., functional family therapy with juvenile delinquents in the general population) and draw conclusions about the potential effectiveness of the intervention for your population. After you have identified several articles, it might be helpful to construct a

table (template available from instructor) in order to take a more collective look at their methodological strengths and weaknesses.

Conclude this section with some discussion about why your evaluation project is necessary (i.e., there's no evidence at all or that it works for your particular population, an intervention was modified and needs to be evaluated, etc.). What knowledge gaps do you hope to fill with your evaluation? This section should end with an explication of the research questions.

Evaluation Methodology (2-3 pages) – This section has the following four subsections: (1) Design, (2) Sample, (3) Measures, and (4) Data analysis. If you are conducting an outcome evaluation, describe the intervention in this section. Provide separate subheadings for each section, as follows:

- **Design:** First, discuss the type of study design you will be using in your evaluation.
- **Sample:** Second, discuss how your sample was obtained, (e.g., convenience sample, random sample). Note where you obtained your sample and whether it was a probability or non-probability sample. For those using single-case designs, you should provide a description of your client, your client's problems and how and why the particular problems were selected for intervention.
- **Measures:** Next, discuss the targets or outcomes that will be examined and your plan for measuring change in the outcomes. Be sure to discuss how your data will be collected (e.g., standardized measures, administrative records) and by whom (i.e., you, the client, third party [multiple methods]). The psychometric properties (e.g., validity and reliability) of any standardized measures that are being used should be discussed.
- **Intervention Description (if process or outcome evaluation):** Fourth, you should provide a description of the intervention(s) as implemented. The intervention(s) should be sufficiently described so it could be replicated.
- **Data Analysis:** Fifth, you should provide a description of your data analysis approach.

Results (2-3 pages) – This section will describe the results of your evaluation. If quantitative methods are used, descriptive statistics should be presented first and inferential statistics presented last (descriptive statistics related only to describing the sample should be reported in the *Sample* subsection of the *Methodology* section). If qualitative methods are used, a description of the analysis themes is to be provided with illustrative quotes included as examples (refer to published qualitative studies for good examples). Tables/figures should be used as appropriate (and placed in the correct location, usually following the reference section per APA 7th edition formatting guidelines), and are not included in the page count.

Discussion/Interpretation (3-4 pages) – This section should include the following, in this order: (1) a summary of your findings (e.g., related to the success of treatment, the

discovery of new client needs, or whether staff are operating with a consistent program model); (2) a discussion of the implications of these findings and related recommendations (e.g., to change service delivery in a focused way to improve outcomes, better reach new clients, or assure consistency in service provision); (3) plausible alternative explanations for your findings; (4) a discussion of the limitations of your evaluation; and (5) suggestions for further evaluation (e.g., given the limitations of your initial design, how the next evaluation could be improved). This section should conclude with a discussion of the importance of your findings for social work practice, policy, and research.

References – Provide an accurate and properly formatted list of all cited sources.

Tables, Figures – Tables and figures are suggested to display your results, and sometimes used to provide descriptive information about the sample.

Appendices – *If applicable*, include copies of any scales or questionnaires used in your evaluation and other relevant information. *Whereas tables and figures should be used to convey essential study information, appendices are used to include information that is non-essential and supplemental. Thus, not all papers will require appendices.*

The complete evaluation report should follow **APA 7th edition formatting**, and the structure/suggestions presented in Royse, Thyer, & Padgett (6th edition), Chapter 14. *The grading rubric for the final papers will be available on Sakai > Resources > Assignments.*

Methodology Exam: Students will complete an exam designed to assess an ability to apply concepts from this course to consuming evaluation reports and research studies. Students will be given excerpts from an evaluation study and asked to identify and synthesize key concepts from the readings and lectures.

5-Minute Lightning Presentation: Students will present their entire evaluation study in a brief and engaging 5-minute talk. This presentation will help students practice the skill of describing evaluation methodology and study implications succinctly. We will use the “lightning talk” format and more resources will be provided. Additional details related to this assignment will be discussed throughout the semester.

Class Participation and Attendance: A critical component of learning and creating a learning environment is thoughtful participation in class discussion. This will require class attendance. If you are not in class (absent or late), you are not participating. Participation points will be based on attendance, participation in class activities and discussions, and tardiness. Students who are late to class more than 3 times without adequate explanation will receive a zero for participation points. Students with more than two absences will receive an “L” unless they have made prior arrangements with the instructor.

GRADING SYSTEM

Components	Possible Points
Phased Assignment Worksheets (5 points each)	20
In-Class Methodology Exam	20
5-Minute Lightning Presentation	15
Evaluation Report (final paper)	40
Class Participation and Attendance	5
Total	100

The School of Social Work operates on an evaluation system of Honors/High Pass (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H	High Pass	100 – 94	Clearly Excellent
P	Pass	93 – 74	Entirely Satisfactory
L	Low Pass	73 – 70	Inadequate
F	Fail	69 or below	Unacceptable

A grade of P is considered entirely satisfactory. The grade of Honors/High Pass (“H”) — which only a limited number of students attain — signifies that the work is clearly excellent in all respects.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

A paper is considered late if handed in or submitted any later than the start of class on the day it is due. Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the instructor’s discretion. Students will lose 10 percentage points of the total possible score for each day beyond the due date/time (including weekends) for unexcused late assignments. Assignments more than 5 days late will not be accepted.

Please note that technical difficulties are not an acceptable excuse for turning in an assignment late. All technical inquiries should be directed to the staff of the SSW Computing Information and Technology Unit (CITU).

POLICY ON ACADEMIC DISHONESTY

“The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance.” (From <http://studentconduct.unc.edu/faculty/honor-syllabus>.) Your full participation and observance of the Honor Code is expected. The Honor Code can be found at <http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

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 signed pledge: “I have neither given nor received unauthorized aid in preparing this written work.”** In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. Please refer to the *APA Style Guide* for information on attribution of quotes, plagiarism, and appropriate citation. [The UNC Writing Center](#) provides clear guidelines regarding what does and does not constitute plagiarism.

ACCESSIBILITY AND RESOURCES SERVICES AND POLICY ON ACCOMMODATIONS

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

SUPPORT FOR STUDENTS EXPERIENCING VICTIMIZATION

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS AND WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

Written assignments should be typed and follow APA format as specified in the APA Publication Manual (7th edition).

The following websites and links also provide helpful information regarding APA formatting:

<https://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.apastyle.org/apa-style-help.aspx>

POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

Virtual context: The use of electronic devices, such as laptops, are needed to successfully engage in a virtual learning environment. Similar to in-person contexts, the use of electronic devices for non-class related activities is prohibited during live, synchronous class sessions.

CLASS PREPARATION, ATTENDANCE, AND PARTICIPATION

In order to fully participate in and benefit from each class session, **students should complete required readings before class and come to class prepared**. Attendance is critical to your learning, as well as to the atmosphere of inclusiveness and trust in the class. Therefore, attendance at all class sessions is expected, and an attendance sign-in sheet will be passed around at the beginning of each class. It is important to be on time as to not disrupt class. We will cover a great deal of information in each class session. I ask that you contact me, *in advance*, if you need to miss a class session due to illness or an emergency. 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.

SPRING 2021 ASYNCHRONOUS CONTENT

For Spring 2021, instructors will use asynchronous content to minimize Zoom-based lectures and facilitate greater flexibility for learning. **Topic Videos** will be relatively short (10-20 minutes) and allow students to return to information as needed during the semester. The Topic Videos will be posted to Sakai and will focus on the following topics:

1. Introduction to Evaluation and Capstone Project
2. Developing Evaluation Questions and Selecting a Design
3. Measurement and Sampling
4. Quality Improvement and Single-Case Designs
5. Quantitative Analysis
6. Qualitative Analysis
7. Preparing Research Reports
8. Preparing Lightning Talks

In addition to the Topic Videos, there will be 3 **Guest Speaker Videos** for the course. These talks will be recorded and posted on Sakai. One live guest speaker session will be scheduled in each of the three time slots for 810 sections (Monday at 9 AM, Tuesday at 9 AM, and Tuesday at 2 PM). Students are expected to attend the live version for their section and engage with the speaker via Zoom. Students in the other sections will be expected to view the recordings of the guest speakers as asynchronous content that week.

COURSE OUTLINE AND ASSIGNMENTS

Class	Date	Content	Assignment Due	Asynchronous Content
1	1/12	Introduction, RQs, and Evaluation		Topic Video 1
1/19: No Class (Week of Dr. Martin Luther King, Jr. Day) ; Review Evaluation Field Agreement with field instructor/supervisor and solidify ideas - <i>*Office hours still available*</i>				
2	1/26	Design and Sampling	**Field Agreement Due**	Topic Video 2
3	2/2	Measurement and Data Collection	**Worksheet I Due**	Topic Video 3 Speaker 1
4	2/9	Consultation I	**Worksheet II Due** <i>(by your consultation day)</i>	
2/16: No Class (Wellness Day)				
5	2/23	Consultation II		
6	3/2	Consultation III		
7	3/9	Quality Improvement	**Worksheet III Due**	Topic Video 4 Speaker 2
8	3/16	Quantitative Data Analysis		Topic Video 5
9	3/23	Qualitative Data Analysis	**Worksheet IV Due**	Topic Video 6 Speaker 3
10	3/30	Preparing Research Reports		Topic Video 7
11	4/6	Consultation IV	Methodology Exam/ Accreditation Assessment	Topic Video 8
12	4/13	Consultation V		
13	4/20	Consultation VI	*Paper Draft for Focused Feedback (Optional)*	
14	4/27	Presentations	**Lightning Presentation**	
4/30 (Friday) **Final Paper due by 5:00 PM**				
5/15 (Saturday) SSW Graduation!				

Class 1 – Introduction to Evaluation of Social Work Interventions January 12

Asynchronous Content: Topic Video 1 prior to class

In-Class Content

Overview of the course and evaluation project assignments

Discussion of:

1. Evidence-based practice
2. Rationale and introduction to program evaluation

3. Types of program evaluation (i.e., needs assessment, formative/process evaluation, outcome/impact evaluation)
4. How to identify issues to evaluate in a practice setting
5. How to form evaluation problem statements and evaluation questions
6. Student introduction of field agency and initial evaluation plan

Readings:

Rubin & Babbie: Chapter 14, Chapter 7 (p.119-122), A (p.373-380), 2 (p.28-31)
 Royse et al.: Chapters 1

Recommended Readings to Review:

Rubin & Babbie: Chapters 1 and 2
 Royse et al: Chapters 3, 5, 7, 9

January 19 No Class (Week of Dr. Martin Luther King, Jr. Day)

We will not meet as a class. **However, you should attempt to meet with your field instructor/supervisor and possibly your faculty liaison, if available, to review the Evaluation Field Agreement, and solidify ideas for your project.** Note that the finalized agreement is due next week, so be proactive in making this a priority. Also consider using time this week to get a start on reviewing literature related to your project.

Class 2 – Design and Sampling
January 26 *Field Agreement Due*****

Asynchronous Content: [Topic Video 2](#) prior to class

In-Class Content

- Discussion of how to develop:
1. Sampling approaches
 2. Evaluation designs

Readings:

Rubin & Babbie: Chapters 11 and 12

Class 3 – Measurement and Data Collection
February 2 *Phased Assignment Worksheet I Due*****

Asynchronous Content: [Topic Video 3](#) prior to class; [Speaker 1](#) video prior to next class

In-Class Content

- Application of Measurement Concepts
 Discussion of:
1. Developing scales and questionnaires
 2. Drafting interview and focus group guides
 3. Observational methods

Readings:

Rubin & Babbie: Chapters 7 (p.123-138), 8, 9, and 10

Class 4 – Individual Consultation I
February 9 ***Phased Assignment Worksheet II Due***

Instructor will randomly assign students to a 20-minute consultation time slot in one of the three consultation weeks (Class 4, 5, or 6), which will be detailed in a document posted on Sakai before class. Students will review phased assignments 1 and 2, further describe their projects, and troubleshoot current challenges.

***You are not required to be in class when it is not your consultation day or time; use this time to make progress on work for this class.*

February 16 **No Class (Wellness Day)**

Class 5 – Individual Consultation II
February 23

Instructor will randomly assign students to a 20-minute consultation time slot in one of the three consultation weeks (Class 4, 5, or 6), which will be detailed in a document posted on Sakai before class. Students will review phased assignments 1 and 2, further describe their projects, and troubleshoot current challenges.

***You are not required to be in class when it is not your consultation day or time; use this time to make progress on work for this class.*

Class 6 – Individual Consultation III
March 2

Instructor will randomly assign students to a 20-minute consultation time slot in one of the three consultation weeks (Class 4, 5, or 6), which will be detailed in a document posted on Sakai before class. Students will review phased assignments 1 and 2, further describe their projects, and troubleshoot current challenges.

***You are not required to be in class when it is not your consultation day or time; use this time to make progress on work for this class.*

Class 7 – Quality Improvement in Social Work Practice
March 9 ***Phased Assignment Worksheet III Due***

Asynchronous Content: [Topic Video 4](#) prior to class; [Speaker 2](#) video prior to next class

In-Class Content

Discussion of:

1. Quality improvement frameworks
2. Quality improvement tools
3. Single case/subject/system designs

Readings:

Rubin & Babbie: Chapters 13

National Learning Consortium (2013). *Continuous Quality Improvement (CQI) Strategies to Optimize your Practice*

Class 8 – Quantitative Data Analysis
March 16

Asynchronous Content: [Topic Video 5](#) prior to class

In-Class Content

Analyzing quantitative data
Hands-on demonstration of quantitative data analysis
Discussion of proposal data analysis plans

Readings:

Rubin & Babbie: Chapter 17

Other Resources:

Electronic Statistics Textbook: <http://www.statsoft.com/textbook/stathome.html>
Statistical Computing: <http://www.ats.ucla.edu/stat/>

Class 9 – Qualitative Data Analysis
March 23 ***Phased Assignment Worksheet IV Due***

Asynchronous Content: [Topic Video 6](#) prior to class

In-Class Content

[Speaker 3](#)
Analyzing qualitative data
Hands-on demonstration of qualitative data analysis

Readings:

Rubin & Babbie: Chapter 18
Marsiglio: Conducting qualitative in-depth interviews.
Coffey & Atkinson: Chapter 2 (Coding)
Padgett: Chapter 8 (Rigor)

Class 10 – Preparing Research Reports
March 30

Asynchronous Content: [Topic Video 7](#) prior to class

In-Class Content

Discussion of:

1. Preparing evaluation reports and present findings for varying audiences;
2. Interpreting evaluation findings for service planning and delivery.
3. Data visualization best practices

Readings:

Rubin & Babbie: Appendices B and C
Royse et al.: Chapter 14

Class 11 – Individual Consultation IV
April 6 *Methodology Exam*****

Asynchronous Content: [Topic Video 8](#) prior to class

In-Class Content

Methodology exam will be held in class. The required Accreditation Assessment will also be administered.

Any time remaining will be used for individual work and consultation.

Class 12 – Individual Consultation V
April 13 *Paper Draft for Focused Feedback Due (Optional)*****

Instructor will randomly assign students to a 15-minute consultation time slot in one of the Class-12 or Class-13 consultation weeks, which will be detailed in a document posted on Sakai before class. Students will review phased assignments 3 and 4, troubleshoot current challenges, and discuss final evaluation report.

***You are not required to be in class when it is not your consultation day or time; use this time to make progress on work for this class.*

*If you would like to receive focused feedback on your paper prior to the final submission (optional), a draft must be submitted to the instructor today on Sakai via Drop Box. Please include in your draft **one-to-three specific questions** you want the instructor to address, which will focus the instructor's feedback.*

Class 13 – Individual Consultation VI
April 20

Instructor will randomly assign students to a 15-minute consultation time slot in one of the Class-12 or Class-13 consultation weeks, which will be detailed in a document posted on Sakai before class. Students will review phased assignments 3 and 4, troubleshoot current challenges, and discuss final evaluation report.

***You are not required to be in class when it is not your consultation day or time; use this time to make progress on work for this class.*

Class 14 – Lightning Presentations
April 27 *Lightning Presentation Slides Due*****

In-Class Content

Student presentations of final project via Zoom. All students are expected to attend and participate during all presentations.

Final Paper Due Friday April 30th by 5:00 PM