
SW5482: Child Abuse Prevention II Program Development, Evaluation and Advocacy

Annelies Hagemester

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Prerequisite = SW 5481 or Instructor Permission) Annelies Hagemester



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Contact Information

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Course description

This course is the second of a two-course sequence on the prevention of child abuse and neglect, and is designed to build upon the research and theory foundation provided in the prerequisite CAPS Course (SW 5481). Using an ecological systems framework and theory of resilience, the course covers issues and strategies in child abuse and neglect prevention/early-intervention program design and implementation, program evaluation, and systems advocacy. As part of the course, students are expected to develop theory and research-based intervention proposals and plan systems advocacy efforts.

Course objectives

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

1. Identify and use risk and protective factors and processes that can be the basis for interventions.
2. Apply cognitive and behavioral skills needed in program/intervention design.
3. Apply research and theory to the development, implementation, and evaluation of prevention programs.
4. Identify and critically analyze various ethnic, cultural, socioeconomic and other relevant considerations as applied to child maltreatment prevention/intervention efforts.
5. Identify significant historical points in the development of child maltreatment policy.
6. Understand the central themes of modern child protection and abuse prevention policies.
7. Evaluate governmental/public strategies and policies surrounding child welfare issues.

8. Demonstrate a knowledge of systems advocacy principles and strategies for child abuse prevention.
9. Identify characteristics of social systems that promote the well-being of children.
10. Debate major child protection and child welfare issues from a preventative framework.

Course format

The course is divided into two segments. The first deals with program development and evaluation, and the second part deals with systems advocacy.

Part I: Program development and evaluation (10 class sessions)

- Prevention/intervention program design
- Development of rationale
- Development of goals and objectives
- Procedure development
- Program evaluation

Part II: Systems advocacy (5 class sessions)

- Study of historic and current child abuse prevention policies
- Critical analysis of child abuse prevention policies
- Child abuse prevention systems advocacy skills
- Developing a vision or mission for advocacy efforts

Course content will be delivered using a variety of instructional methods. Lectures, discussions, guest speakers, demonstrations, videotapes, and the Internet will be utilized. Students are expected to attend class, come to prepared to discuss the readings, and participate in class sessions and in on-line chats. Students are encouraged to take an active role in class by contributing insights, resources, and experiences. The course offers a great deal of opportunity for experiential learning.

The development of a supportive learning environment reflecting the values of the social work profession is fundamental to this course. One purpose of the course is the free exchange of ideas. As such, listening to views other than your own, being able to understand and respect another person's point of view, and articulating your own point of view will foster a supportive and engaging learning environment. As the instructor, I encourage critical thinking and self-awareness as well. Active involvement in the course is expected.

Course expectations and requirements

1. **Attendance and preparation** Attendance is expected for all class periods. Students who have a situation arise that prevents them from coming to class should inform the instructor as soon as possible and make plans to get notes on the material covered and handouts distributed in that class. There is an expectation that students will read the required material before the class session for which it is assigned. If assignments are given out, such preparations must be done in order for the student to meet the objectives of the course.
2. **Internet enhancements** This course will also use the Internet to facilitate reaching the course objectives. Access to the internet and familiarity with basic use of Internet Service Providers (ISP) and search engines is a needed skill. Both of these issues will be taken up on the first night of the class.

The WWW may be used in any of the following ways:

1. Web posting of course syllabus.
2. Use of a course list-serve or discussion forum to facilitate discussions.
3. Required reading of on-line documents.
4. Required completion of on-line assignments. (A list of internet sites that may be used in this course is provided on a separate page in the reading packet.)

Reading

1. Required reading

The required reading is included in a bibliography in the reading packet. Readings are to be done before the class session for which they are assigned. There are three texts and a reading packet available for purchase at the St. Paul Student Center Books Underground. The packet will also be available in the CAPS office, 140 Peters Hall for short-term use. Coley, S. M. and Scheinberg, C. H. (2000). *Proposal writing. Second Edition*. Thousand Oaks, CA: Sage.

Dorman, R.L., Moore, D.J., Schaerfl-Murphy, C., and Spottsville, S.A. (1999). *Planning, funding, and implementing a child abuse prevention project*. Annapolis, MN: Child Welfare League of America.

Hagemeister, A. K. (2000). *SW 5482: CAPS II Course Packet*.

Pietrzak, J. (1990). *Practical program evaluation: Examples from child abuse prevention*. Thousand Oaks, CA: Sage.

1. Supplemental reading

A supplemental reading list is included in the reading packet. While these readings are not required, they are suggested supplements for the course and may be helpful in developing your projects. Most of these readings are available from the University libraries and some may be available through the CAPS Office.

Assignments

Each of the following assignments will be detailed more fully in handouts provided in class. Due dates are marked on the course schedule.

Part I:

1. On-line Workshop (10pts)
2. Child Abuse and Neglect Prevention/Early Intervention Program Proposal
 - Part A: Program Rationale (15 pts)
 - Part B: Procedure Section (10 pts)
 - Part C: Evaluation Plan (15 pts)
 - Proposal Presentation (10 pts)
 - Final Program Plan (10 pts)

Part II:

1. Fact Sheet on a Child Abuse Prevention Issue (10 pts)
2. Debate of Major Child Abuse Prevention Issues (10 pts)
3. (OPTIONAL Take-home Policy and Advocacy Exam; Up to 10 Points)

Grading

Grading will be based on the University and the School and grading policies and precedents of the CAPS Certificate Program. There are 100 possible points for the course; 1 point = 1% of the grade. Calculation of the final grade is based upon a combination of the following items.

1. Prevention Program Plan (60% total; each part worth smaller percentage, see below)
 - Proposal Rationale (15%)
 - Program Procedures (10%)
 - Evaluation Plan (15%)

- Overall Final Plan (10%)
- Plan Presentation (10%)
- 1. On-line Workshop (10%)
- 2. Fact Sheet (10%)
- 3. Policy Debate (10%)
- 4. Preparation and Participation (10%)
- 5. (OPTIONAL Take-home Exam on Policy and Advocacy, Up to 10 points).

Scale

- 93-100% . . . A
- 90-92% . . . A-
- 87-89% . . . B+
- 83-86% . . . B
- 80-82% . . . B-
- 77-79% . . . C+
- 73-76% . . . C
- 70-72% . . . C-
- 67-69% . . . D+
- 63-66% . . . D

Other course and departmental policies

Academic honesty Students are reminded that all work done for this course must be their own. Use of other ideas and language while not attributing properly constitutes plagiarism. For other information about Academic Honesty and the Student Codes see Department, College, and University publications and Internet pages.

Class participation Students are expected to participate actively in class discussions, drawing upon readings, assignments, and professional experience. Informed participation necessitates that you complete required readings before class. You are expected to listen to the ideas and views of others, which will sometimes include learning to understand and appreciate viewpoints and exper-

iences very different from your own. You are also expected to articulate your own viewpoints in a clear and respectful fashion so your peers may have the benefit of your perspectives.

Disabilities, accommodation, and services Students who have learning or other physical or mental disabilities which affect their participation in the course may notify the instructor if they wish to have accommodations considered in the instructional or examination format. The University has many services available to assist students with these needs and students are encouraged to contact the Disability Services office at (612) 624-4037 or (612) 626-1333 to determine if they can help.

Late assignments and "incompletes" Late assignments will not be accepted except under extreme circumstances, and then only with the prior approval of the professor. Points will be deducted from total earned points on late assignments. Incomplete grades will be considered in most extreme circumstances. If circumstances arise which prevent a student from completing the requirements of this course on time, he or she must contact the instructor to discuss an appropriate resolution of the situation. Pursuant to School of Social Work policy, the student must develop a contract with the instructor that describes the work that remains to be completed and the date by which the work will be submitted to the instructor. In addition, you are to be advised that incomplete course grades will be converted to an F grade if not completed within two semesters.

SSW scent policy Some persons employed or studying in the School of Social Work have sensitivities to various chemical-based or scented products. We ask for everyone's cooperation in our efforts to accommodate their health concerns. For more information contact the Director of Graduate Studies.

Use of student papers At times, the instructor may ask students for a copy of their paper to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

Course schedule

Part I Class 1 - January 16 Course overview Student introductions Linking theory, research, policy and practice

Class 2 - January 23 Grant proposal analysis discussion Logic modeling/chain of reasoning STEEP: A Exemplar

Assignments and reading due: Coley and Scheinberg (2000): Chaps. 1 and 2

Daro (1991)

Dorman, et. al. (1999): Chap. 1

Erickson and Egeland (1996), STEEP Proposal

Egeland and Erickson (1988)

Class 3 - January 30 Development of rationale Defining the need Writing a problem statement

Assignments and reading due: **On-line workshop and reaction paper due**

Coley and Scheinberg (2000): Chaps. 3 and 4

Cross, Mason, Rider, and Friesen (1988)

Daro, D. (1993)

Dorman, et. al. (1999): Chaps. 2 and 3; T #2, #3 and #5

Yellowbird, et al. (1996)

Class 4 - February 6 Development of goals and objectives

Assignments and reading due: **Project rationale section due**

Ahlquist, A. (1997). Project SUPPORT Proposal

Coley and Scheinberg (2000): Chap: 5

Dorman, et. al. (1999), Chap. 4; T #5

Class 5 - February 13 Development of procedures

Assignments and reading due: Ahlquist, A. (1997). Project SUPPORT Proposal

Coley and Scheinberg (2000). Chap. 5 (from above)

Dorman, et. al. (1999). Chap. 6; T #6 and #7

Class 6 - February 20 Procedures and implementation plan Proposal development workshop

Assignments and reading due: **Discussion of program plans in-class**

Daro and Harding (1990) ++On-line: F of C, (9)1

Gomby, et. al. (1999) ++On-line: F of C, (9)1

Gomby (1999) ++On-line: F of C, (9)1

To read these, go to this site: <http://www.futureofchildren.org/>

Class 7 - February 27 Introduction to evaluation

Assignments and reading due: **Implementation/procedures plan due**

Coley and Scheinberg (2000). Chap. 6

Comer and Fraser (1998)

Dorman, et. al. (1999). Chap. 7

Jacobs (1988)

Pietrazak, et. al. (1990). Chap. 1

Class 8 - March 6 Development of an Evaluation Plan

Assignments and reading due: Pietrazak, et. al. (1990). Chaps. 2, 3, and 4

Class 9 - March 13 Evaluation plan wrap-up Use of evaluations Discussion

Assignments and reading due: **Evaluation plan due here or next week**

Pietrazak, et. al. (1990). Chaps. 6, 7 and 8

Class 10 - March 20 Proposal presentations

No Class - March 27 - Spring Break

Part II Class 11 - April 3 Policy and advocacy: making connections History of child advocacy and abuse prevention

Assignments and reading due: **Final proposals due by April 10**

US Advisory Board on CAN (1990)

Costin, Karger, and Stoesz (1996)

Nelson, B. (1984)

Westman (1991)

Class 12 - April 10 Speaker from Children's Trust Fund Research informing policy State and federal policy Media and public policy Policy analysis Debate issue development

Assignments and reading due: **Final proposals due by April 10**

MN State Auditor and Report (1998)

MN Dept. of Public Safety (1995)

U.S. GAO Report (1994)

Wolfe, D. (1993)

Class 13 - April 17 Speaker from Children's Defense Fund MN System and advocacy strategies Leadership and lobbying Process of advocacy Policy models Information as power

Assignments and reading due: Haynes and Mickelson (1991)

Melton (1991)

On-line reading regarding State Legislative Session to be assigned

Class 14 - April 24 Organizing for children and issues Neighborhood-based approach Models of community change Children and policy issues

Assignments and reading due: **Fact sheets due today**

Barry (1994)

Rivera and Erlich (1998)

Wormer (1996)

Class 15 - May 1 Persuasive debates Discussion of accomplishments Where do we go from here?

Assignments and reading due: **Student debates held today**

Melton and Barry (1994)

Simeonsson and Covington (1994)

Assignment sheet

Assignment I: Online workshop/Reaction paper (10%/up to 10 points) Due: Class #3

Your first assignment for this class is to complete an Online (Internet-based) Workshop entitled "Channel the Power of the Internet to Support Prevention Activities" (Overbaugh and Thurston, 2000). (An overview printed from the web site is provided on the reverse-side of this page.) The purpose of having you do this early in the semester is so that you quickly become aware of resources that will be of use to you through-out the semester.

To begin the workshop, go to: <http://www.calib.com/nccanch/prevmnth/training/index.htm> (as of 8/29/2001 this resource is no longer available online)

The workshop will take 1-2 hours to complete. When you have finished the workshop, you are to write a 2-3 page reaction paper discussing your thoughts about the use of technology, particularly the Internet though others could be addressed as well, in the prevention of child abuse and neglect. In this paper you need to explore both the potential benefits and the drawbacks to technology as it related to this topic.

Papers should be double-spaced, in 12-point font, and be written using the conventions of APA format. Grading will be based on the following criteria.

1. Demonstrated evidence that workshop was completed
2. Addressed the benefits of technology in prevention
3. Discussed the drawbacks of technology in prevention)
4. Wrote paper in a clear and organized manner, with proper grammar, and APA style

Assignment II: Prevention program proposal/plan (Main course assignment)

The main assignment for this course is the development of a prevention program plan or proposal, such as one you could submit for funding as a grand proposal, though with a bit more detail than some grants would require. Through this hands-on activity, you will learn about how programs are developed, implemented, and evaluated. We will work through the process together supported by course readings. The Plan will be written and submitted in stages allowing for discussion and feedback along the way, which will give you the chance to improve your plan as you go. It is expected that you will work in groups of 2-3 people to do this assignment. (If you feel that you CAN NOT work in a group due to personal constraints, you can discuss an alternative plan with the instructor.) At the end of the first segment of the class, on the 10th class session, you will present your plan to the rest of the class. You will then have a final opportunity to fine tune your plan before you turn the final version in on April 3, just after Spring Break.

The work is broken-down into steps:

1. **Developing the rationale, defining the need, and writing a problem statement**
2. **Developing goals and objectives**
3. **Developing activities and procedures for implementation**
4. **Writing the evaluation plan**
5. **Final plan**

Table 1. Each part has specific due dates:

Date	Task Due
February 6	1. Rationale section: Problem and need (10pts)
February 27	2. and 3. Implementation plan:Goals, objectives and activities/procedures (15pts)
March 20	4. Evaluation Plan (15 points)
March 20	In-Class presentation of plan (10 points)
April 10	5. Final revised proposal due (10 points)

On the following pages you will find descriptions of each of the parts of the assignment. You will gain additional knowledge about how to develop each of these parts as we go along. The readings assigned for the course, especially the three books are central support for you. You will, however, need to integrate additional literature from the previous course, the supplemental readings, and/or your own library research into your plans. The "content material" of your plans, and the theory and rationale behind them, will need to be drawn from other sources.

Rationale: Need and problem statement (February 6)

In this section of the proposal you need to clearly present your rationale for creating a prevention program in the form of a primary or secondary prevention effort. This is an essential part of your proposal as all else hinges on and flows from this section. Following are the questions that you need to answer:

1. What is the specific problem that I plan to address? What is its extent or scope?
2. What factors contribute to the conditions that lead to the problem?
3. What is the community or group that I wish to target with my program/project?
4. What sort of impact does this problem have on that community? What is/are the needs of the community in relationship to the problem?
5. How do I believe this program/project will address this need?
6. What theory or framework am I using to frame or view this problem? What other promising approaches am I basing my project upon?

Goals and objectives (February 27)

This segment of the proposal is the central link between the rationale and the implementation plan. From the answers to the above questions you will come to an overall mission and framework for your intervention/prevention effort. You need next to look at what your specific goals for the effort are. In the end, what do you want to achieve? What are the ultimate or long term outcomes, results, or benefits? Goals should be very clear and measurable.

Objectives, on the other hand, are more immediate. These are written to support the goals. There may be several objectives that support a single goal. You need to tell the reader what specific changes you expect to occur in a specific period of time that will help you reach the ultimate goals, and address the needs you have found.

Activities/Procedures for implementation (February 27)

In this segment of the proposal you will need to very clearly describe what activities you will do in your program in order to carry out the objectives, reach the goals, and ameliorate the problem you have described previously. What will you actually do? Who will help you to do it? How will it be done? How often, how long, with what resources? Will you need to hire people? Will you need to provide training? Are you planning to produce and distribute information? Will you provide direct services and, if so, what specific services and to whom? Will you do advocacy and work on systems level change?

And, since you can't do all of these things at once, you need also to decide on a time line on which to base your project. Many grants programs have specific time-lines that you have to follow, so this may need to be written to accommodate those specifications. But it is important that you be clear not only what you will do, but also who will do, how they will do it, where it will be done, and when it will be done.

Evaluation plan (March 13)

Other than a budget, which is an optional part of this project for this course, evaluation is the last piece you will need to address. Evaluation really has to be considered from the very beginning because you need to know that your goals and objectives can be measured in order for you to evaluate whether or not they have been reached, and to what extent. Evaluation can be approached from many different angles, but generally speaking it is based on the ability to measure an outcome and/or to carefully describe a process.

For this assignment, you will need to determine first what outcomes or processes of your program you wish to evaluate. You need to consider the purpose of the evaluation, the scope of the evaluation, the subjects of the evaluation, and what kind of data you need to collect. You will need to further specify how you will collect the data, specifically what instruments will be used to get the data and how this data will be analyzed.

Plan Presentation (March 20)

Upon completion of the sections described above, you should have a very good proposal. You will have received feedback from the instructor and others in the course. You will then be asked to do a presentation of the plan in front of the class. Think of this like making a presentation to a group of grant makers who are considering funding some child abuse and neglect prevention programs. It is your job in the presentation to present your plan and "tell" the idea to the rest of the class. You are encouraged to develop media for your presentation such as overheads, etc. The other students will have an opportunity to ask you questions, and everyone will have a chance to provide verbal

and written feedback to all others. You can then use this additional feedback to fine-tune your project.

Final plan due(April 10)

It is expected that when you turn in your final plan, you will also turn in the by then marked-up previous drafts you had turned in to the instructor. A major part of the final grade points has to do with the degree to which you have thoughtfully integrated feedback you have received and addressed outstanding questions. More of the final grade will also be related to the style and polish of the final draft. By this, I mean, you are expected to have clean grammar, spelling, clearly articulated ideas, and to have used APA style. The final paper should be 15-20 pages double-spaced, with the addition of a comprehensive reference list and other appendices.

Assignment III: Fact sheets (Due: April 24; Worth up to 10 points)

A Fact Sheet is a brief and persuasive overview of a position in favor of (or against) a particular policy or piece of legislation. The purpose of a fact sheet is to quickly educate and convince decision-makers, their constituents, and the general public about the merits (or short falls) of a particular proposal. Policy advocates generally find this to be an effective tool to help move forward their agenda in the public arena and with legislators.

For this assignment, you will select a Child Abuse Prevention Policy to research (other than the one used for your major proposal for this class). You will use this policy for both your Fact Sheet and for your Debate. The Fact Sheet should be written individually, and is designed to have you explore "both sides" of an issue. You will need to hand-in an "in favor of" or "pro" Fact Sheet, and a "not in favor of" or "con" sheet. Each sheet is to be no more than 1-2 pages in length, for a total of 2-4 pages. Examples of other fact sheets will be given to you as models.

The Fact Sheet(s) should include:

1. A statement about the policy you are focusing on. (eg. Name of the bill or policy.)
2. A brief overview of the benefits and consequences of the policy.
3. Cost/Benefit statement giving financial information/dollar figures to support your position, if possible.
4. If available, evaluation data on the effectiveness (or ineffectiveness) of this proposal or policy.
5. Other brief background information, such as research findings or sound theory that supports (or refutes) the policy.
6. Include your name, the organization, and contact information for you (this can be fictitious).
7. Cite sources of information (e.g. Short bibliography with author, data, title of publication or report).

Topic List (You will sign up for your topic to develop groups for the debate):

1. Funding for Crisis Nurseries should be increased in order to develop new programs and expand existing programs to meet the increased demand for these services in Minnesota.
2. Early Childhood Education Programs should be funded at a higher-level and on a sliding fee scale so that early childhood care and education can be provided to any child age birth to five years needing such services in Minnesota.
3. Prenatal and Birth to 18-month Home Visiting must be developed in the State of Minnesota so that such services can be provided to all teenage girls under age 18.
4. All Pre-School and Elementary School teachers in the State of Minnesota should be required to have 10 hours of training on child abuse and neglect for licensure.
5. All children who are known to county authorities to be the victims of child maltreatment or known to have been exposed on an on-going basis to domestic violence should be provided child mental health services if their families can not afford such services.

Assignment IV: Policy position debates (Held: May 1; Worth up to 10 points)

For the debates, you will work in a group of 4 to combine the information you have gathered in the development of your Fact Sheets and to prepare a cogent debate/position statement. This means that you have to be verbally persuasive in front of a group. It takes a different set of skills than writing things down on paper takes. Here are some tips.

Table 2. Tips to Prepare for the Debate

Do	Don't
Prepare for both the pro and con side of the issue.	Plan to argue only one side of the issue. No matter what side you are asked to present, you need to know about the other side, too.
State at least 3 reasons why your position is the correct one.	Use the phrase "I feel" rather base your assertions on your knowledge of the child abuse prevention research.
Start with the general issue and move toward specific points.	Simply try to "wing-it".
Prepare at least 6 pieces of persuasive/supporting information (3 for pro, 3 for con),including research or program evaluation, data on the scope of the problem,data on the cost of the problem.	Lose your focus or your passion.
Use examples to provide clarity.	Read your notes like it is a speech.
Relate your points to child abuse prevention advocacy.	Be argumentative (this is not the same as being assertive or persuasive).
Present yourself as someone who is knowledgeable and wishes to inform others.	Try to cover everything.
Present yourself as a helping/helpful person.	Forget to time yourself.
	Forget to enjoy yourself.

Debate format

1. Be prepared to present about 10 minutes of each side.
2. When you arrive to class, you will be told which side of the argument you are taking for the debate, and be given a list of the order in which the debates will occur.
3. For each debate, the "pro" side will have 10 minutes, and the "con" side will follow for 10 minutes. (This is more of a legislative hearing format, than a true debate.)
4. Everyone will have to take part in the debate.
5. You may use notes or note cards.
6. Each team is graded together receiving a "team grade"(5 possible points) and each individual will receive an individual grade (5 possible points), for a total of 10 possible points.