SW 5482: CAPS II - Program Development, Evaluation and Advocacy

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Course Notes

(3 semester credits; Prerequisite = SW 5481or Instructor Permission) Class: Tuesdays, 5:10-8pm, 39 Peters Hall CAPS website: www.mincava.umn.edu/caps [http://www.mincava.umn.edu/caps]

Contact Information

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Course Description

This course is the second of a two-course sequence on prevention of child abuse and neglect. It is designed to build upon the research and theory foundation provided in the prerequisite 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 advocacy efforts.

Course Objectives

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

- Identify risk and protective factors and processes and apply them as the basis for preventive interventions.
- Apply cognitive and behavioral skills needed in program/intervention design.
- Apply research and theory to the development, implementation, and evaluation of prevention programs.
- Identify and critically analyze various ethnic, cultural, socioeconomic and other relevant considerations as applied to child maltreatment prevention/intervention efforts.
- Identify significant historical points in the development of child maltreatment policy.
- Understand the central themes of modern child protection and abuse prevention policies.
- Evaluate governmental/public strategies and policies surrounding child welfare issues.
- Demonstrate knowledge of systems advocacy principles and strategies for child abuse prevention.
- Identify characteristics of social systems that promote the well-being of children.
- Debate major child protection and child welfare issues from a preventative framework.

Course Format/Philosophy

The course is divided into two segments. The first deals with policy and advocacy, while the second part deals with program development and evaluation through the writing of a program proposal in the form of a grant request.

Part I: Policy and Systems Advocacy A. Study of historic and current child abuse prevention policies B. Critical analysis of child abuse prevention policies C. Child abuse prevention systems advocacy skills D. Developing a vision or mission for advocacy efforts

Part II: Program Development and Evaluation (9 class sessions) A. Development of Purpose/Rationale B. Development of Goals and Objectives C. Procedure Development D. Program Evaluation E. Final Program Proposal

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, be prepared to discuss the readings, and participate in class sessions. 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

Attendance & 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.

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:

- Web posting of course syllabus.
- Use of a course list-serve or discussion forum to facilitate discussions.
- Required reading of on-line documents.
- Required completion of on-line assignments.

Reading 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 as preparation for the class. There are three texts and a reading packet available for purchase at the St. Paul Student Center Books Underground. Articles in the packet will also be available in the CAPS office, 140 Peters Hall for check-out and short-term use.

DeVita, C. J. & Mosher-Williams, R. (2001). *Who Speaks for America's Children?: The role of child advocates in public policy*. Washington, DC: The Urban Institute Press.

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

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

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

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 are available through the CAPS Office.

Assignments Each of the following assignments will be detailed more fully in handouts provided in class. Due dates are indicated on the course schedule. A. On-line Resources Workshop (10pts) B. Fact Sheet & Policy Presentation on a Child Abuse Advocacy Issue (20 pts) C. Prevention Program Rationale, Goals, & Objectives (10 pts) D. Program Implementation Activities & Procedures Section (10 pts) E. Program Evaluation Plan (10 pts) F. Final Program Plan (20 pts)

Grading Grading will be based on the University's and the School's 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. On-line Workshop (10%)

2. Fact Sheet & Policy Presentation (20%)

3. Proposal Rationale, Goals, & Objectives (10%)

4. Program Procedures (10%)

5. Evaluation Plan (10%)

6. Overall Final Plan (20%)

Grading 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

- 63 = F

Other course and departmental policiesAcademic honesty Students are reminded that all work done for this course must be their own. Use of other's 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 experiences 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 "incomplete" 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

Class 1: Jan. 22Course overview: Linking Theory, Research, Policy & Practice

Class 2: Jan. 29Couse overview: Policy & Advocacy: Making the Connections History of Child Advocacy and Abuse Prevention Advocacy Issue Development

Readings: DeVita & Mosher-Williams: Ch. 5 by Skocpol & Dickert Packet: Costin, Karger, and Stoesz (1996); Nelson, B. (1984); Schlesinger and Devore (1995)

Class 3: Feb. 5Course overview: Speaker from Children's Trust Fund Research Informing Policy State & Federal Policy Policy Analysis

Assignment due: Web Workshop Reaction Paper

Readings: DeVita & Mosher-Williams: Ch. 4 by Reid Packet: Chamberlin, R. W. (1994); Wolfe, D. (1993)

Class 4: Feb. 12Course overview: Speaker from Children's Defense Fund System's Advocacy Strategies Leadership and Lobbying Process of Advocacy Policy Models Information as Power

Readings: Packet: Haynes & Mickelson (1991); Melton (1991); Melton & Barry (1994) On-line Assignment: Investigate Children's issues in current State Legislative Session [http://www.leg.state.mn.us]

Class 5: Feb. 19Course overview: Film Organizing for Children's Issues Neighborhood-based Approach Models of Community Change Children's Policy Issues

Readings: DeVita & Mosher-Williams: Ch. 1 by De Vita, Mosher-Williams, & Stengel; Ch. 2 by Covington; Ch. 7 by Imig Packet: Rivera & Erlich (1998); Simeonsson & Covington (1994)

Class 6: Feb. 26Course overview: Advocacy/Policy Presentations

Assignment due: Written Fact Sheets

Class 7: Mar. 5Course overview: Speaker from United Way Developing a Program Logic modeling/chain of reasoning

Readings: Packet: Daro, D. & Cohn, A. (2001); Lum (1995) Dorman, et al. (1999): Chap. 1

Class 8: Mar. 12Course overview: Development of Rationale Defining the Need Writing a Problem Statement

Readings: Packet: Cross, Mason, Rider, & Friesen (1988); Daro, D. (1993) Dorman, et. al. (1999): Chaps. 2 & 3

Mar. 18-22 Spring break - No class

Class 9: Mar. 26Course overview: Speaker from STEEP Grant Proposal Analysis Discussion STEEP: A Exemplar

Readings: Erickson & Egeland (1996) STEEP Proposal Egeland & Erickson (1988)

Class 10: Apr. 2Course overview: Development of Goals and Objectives

Assignment due: Final Project: Part 1

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

Class 11: Apr. 9Course overviews: Development of Procedures Implementation Plan

Readings: Dorman, et. al. (1999): Chap. 6; T #6 & #7 Packet: Yellowbird, et al. (1996)

Class 12: Apr. 16Course overview: Introduction to Program Evaluation

Assignement due: Final Project: Part II

Readings: Packet: Comer & Fraser (1998) Dorman, et al. (1999): Chap. 7 Pietrazak et al. (1990): Chaps. 1 & 2

Class 13: Apr. 23Course overview: Speaker from Wilder Research Center Program Evaluation Examples

Readings: Pietrazak, et. al. (1990): Chaps. 3 & 4 On-line: [] Daro & Harding (1999), F of C, (9)1; Appendix A: Healthy Families America

Class 14: Apr. 30Course overview: Development of an Evaluation Plan Use of Evaluations

Assignment due: Final Project: Part III

Readings: Pietrazak, et. al. (1990): Chaps. 6, 7 & 8

Class 15: May 7Course overview: Discussion of Proposals Presentations/Poster Session

Assignment due: Project Presentations in Class

Final projects due: Tuesday, May 14 by 4:00 p.m. Turn in to Anna Hagemeister in her office or to Cara Presley in Room 140 Peters Hall.