SW 519: Evaluation of a Social Work Intervention

Course Inventory Change Request

In Workflow
1. 16SW Grad Head (kbulloc2@ncsu.edu)
2. CHASS CC Coordinator GR (al_emory@ncsu.edu; despain@ncsu.edu)
3. CHASS CC Meeting GR (al_emory@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Chair GR (despain@ncsu.edu)
5. CHASS Final Review GR (al_emory@ncsu.edu)
6. CHASS Dean GR (dpdannel@ncsu.edu)
7. ABGS Coordinator (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
8. ABGS Meeting (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
9. ABGS Chair (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
10. Grad Final Review (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
11. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path
   Karen Bullock (kbulloc2): Approved for 16SW Grad Head
2. Tue, 25 Aug 2015 16:05:16 GMT
   William Emory (wemory): Approved for CHASS CC Coordinator GR
   Jeffrey Despain (despain): Approved for CHASS CC Meeting GR
   Jeffrey Despain (despain): Approved for CHASS CC Chair GR
5. Fri, 16 Oct 2015 20:14:54 GMT
   William Emory (wemory): Approved for CHASS Final Review GR
   Deanna Dannels (dpdannel): Approved for CHASS Dean GR
7. Mon, 26 Oct 2015 14:15:18 GMT
   George Hodge (ghodge): Approved for ABGS Coordinator
8. Tue, 27 Oct 2015 14:45:11 GMT
   Melissa Nosbisch (mlnosbis): Approved for ABGS Meeting

Date Submitted: Mon, 24 Aug 2015 18:59:55 GMT

Viewing: SW 519 : Evaluation of a Social Work Intervention

Changes proposed by: dpcorn

Formerly Known As: SW 512

Course Prefix
SW (Social Work)

Course Number
519

Course ID
031493
Dual-Level Course
No
Dual-Level Course Number:
Cross-listed Course
No
Cross-listed with Subject Code(s)
Title
Evaluation of a Social Work Intervention
Abbreviated Title
Evaluation SW Intervention
College
College of Humanities and Social Sciences
Academic Org Code
Social Work (16SW)
CIP Discipline Specialty Number
44.0701
CIP Discipline Specialty Title
Social Work.
Term Offering
Fall Only
Year Offering
Offered Every Year
Specify:
Effective Date
Fall 2016
Previously taught as Special Topics?
No
Number of Offerings within the past 5 years
Course Delivery
Face-to-Face (On Campus)
Remote Location/Site
Grading Method
Graded/Audit
Credit Hours
2
Course Length
16 weeks

Contact Hours
(Per Week)

<table>
<thead>
<tr>
<th>Component Type</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1.67</td>
</tr>
</tbody>
</table>

Course Attribute(s)
Please explain why you selected Service Learning:

If your course includes any of the following competencies, check all that apply.

University Competencies

Course Is Repeatable for Credit
No
Total number of completions allowed including the initial offering.

Maximum total credit hours allowed

Instructor Name
Alan Ellis

Instructor Title
Assistant Professor

Grad Faculty Status
Assoc

Anticipated On-Campus Enrollment
Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

<table>
<thead>
<tr>
<th>Enrollment Component</th>
<th>Per Semester</th>
<th>Per Section</th>
<th>Multiple Sections?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>75</td>
<td>25</td>
<td>Yes</td>
<td>None</td>
</tr>
</tbody>
</table>

DELTA/Online Enrollment:
Open when course_delivery = distance OR course_delivery = online OR course_delivery = remote

Course Prerequisites, Corequisites, and Restrictive Statement
P: SW 505 & SW 510

Is the course required or an elective for a Curriculum?
Yes

Which Curricula are Affected?

<table>
<thead>
<tr>
<th>SIS Program Code</th>
<th>Program Title</th>
<th>Required or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>16MSW</td>
<td>Master's of Social Work</td>
<td>Required</td>
</tr>
</tbody>
</table>

Catalog Description
Second of three courses in social work research. Evaluating social work practice and health and human services programs within different research paradigms. Prepares students for collecting, analyzing, and reporting qualitative and quantitative data; includes laboratory experience. Restricted to students who have completed all foundation courses in the MSW program.

Justification for each revision:

Requesting a revision to the course number. Currently, SW 412 is assigned to an undergraduate course on school social work. Recently, the department was approved for a graduate course offering in school social work. We would like to be able to assign SW 512 to the graduate equivalent to the undergraduate SW 412 course.

Does this course have a fee?

No

List amount and justification for fee:

Is this a GEP Course?

GEP Categories

Humanities Open when gep_category = HUM
Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 1:
Obj. 1) Engage the human experience through the interpretation of culture.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 2:
Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 3:
Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Attach Additional GEP Information if applicable

Mathematical Sciences Open when gep_category = MATH
Each course in the Mathematical Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Mathematical Sciences Objective 1:
Obj. 1) Improve and refine mathematical problem-solving abilities.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Mathematical Sciences Objective 2:
Obj. 2) Develop logical reasoning skills.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Natural Sciences Open when gep_category = NATSCI
Each course in the Natural Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Natural Sciences Objective 1:
Obj.O 1) Use the methods and processes of science in testing hypotheses, solving problems and making decisions

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Natural Sciences Objective 2:
Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Social Sciences Open when gep_category = SOCSCI
Each course in the Social Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 1:
Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 2:
Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 3:
Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and or real-world problems, including the underlying origins of such problems.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Interdisciplinary Perspectives Open when gep_category = INTERDISC
Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:
Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:
Obj. 3) Explore and synthesize the approaches or views of two or more disciplines.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please answer these additional questions.
1. Which disciplines will be synthesized, connected, and/or considered in this course?

2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Attach Additional GEP Information if applicable

Visual & Performing Arts Open when gep_category = VPA
Each course in the Visual and Performing Arts category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 1:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 2:
Obj. 2) Strengthen their ability to interpret and make critical judgements about the arts through the analysis of structure, form, and style of specific works.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 3:
Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promp is encouraged for clarity.

Attach Additional GEP Information if applicable

Health and Exercise Studies Open when gep_category = HES
Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 1:
Obj. 1) Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promp is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 2:
Obj. 2) Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promp is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 3:
Obj. 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promp is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 4:
Obj. 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promp is encouraged for clarity.

Attach Additional GEP Information if applicable

Global Knowledge Open when gep_category = GLOBAL
Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:
Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/promp is encouraged for clarity.

Please complete at least 1 of the following student objectives.
List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:
Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:
Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:
Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

US Diversity Open when gep_category = USDIV
Each course in the US Diversity category of the General Education Program will provide instruction and guidance that help students to achieve at least 2 of the following objectives:
Please complete at least 2 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 1:
Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 2:
Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 3:
Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 4:
Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.
Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Attach Additional GEP Information if applicable

Requisites and Scheduling
What percentage of the seats offered will be open to all students?

a. If seats are restricted, describe the restrictions being applied.

b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information
Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

No change.

Course Objectives/Goals

An integrated approach to social work requires that practitioners improve their practice and health and human services programs through critical reflection and evaluation. Competencies in evaluation are especially necessary in North Carolina, with its rapid population growth, increasing diversity in ethnicity and age, and the resulting need to re-align services. By designing an evaluation project, students learn ways to assess the quality of research; improve their ability to define and communicate the theoretical rationale for a program; increase their understanding of the evaluation process; and become more likely to contribute to the design and interpretation of intervention studies. Students also learn how to adopt and uphold ethical procedures for engaging diverse populations and oppressed communities in evaluation. This course helps students to become practitioners who are informed by research and researchers who are informed by practice, and supports students in assuming an empowerment approach to leadership that advances social and economic justice locally and globally.

Student Learning Outcomes

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

1. Identify an issue for evaluation that is relevant to social work practice and based on the research literature.
2. Formulate a logic model to guide the evaluation of the program or intervention.
3. Design methods for collecting quantitative and qualitative data.
4. Specify ethical procedures for upholding beneficence; respect for persons; and justice for individuals, communities, and organizations participating in evaluation.
### Student Evaluation Methods

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting/Points for Each</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment</td>
<td>5%</td>
<td>Introduction</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>10%</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>10%</td>
<td>Agency Context, Logic Model, and Evaluation Purpose</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>5%</td>
<td>IRB Protocol / Human Subjects Protection Plan</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>15%</td>
<td>Evaluation Methods</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>40%</td>
<td>Full Evaluation Plan</td>
</tr>
<tr>
<td>presentation</td>
<td>5%</td>
<td>Final Presentation</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Class Preparation and Participation, including weekly assignments</td>
</tr>
</tbody>
</table>

### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Devoted to Each Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Introductions, course overview</td>
<td>1.67</td>
<td>• Complete Google form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bring laptop, iPad, or smartphone to class or check out one from dept.</td>
</tr>
<tr>
<td>Class 2 Evaluation teams, brainstorming, &amp; literature search practice</td>
<td>1.67</td>
<td>• Due Sunday 8/30 (Google form): responses to questions about videos &amp; reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss potential evaluation topics with your field instructor and/or another agency contact.</td>
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<tr>
<td></td>
<td></td>
<td>• Due Sunday 8/30 (Google form): responses to field agency questions. Bring printed copy to class, or have access to electronic version.</td>
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<tr>
<td></td>
<td></td>
<td>• Discuss the evaluation project with your agency contact to understand/prioritize/finalize the agency’s evaluation needs. Prepare agency approval letter.</td>
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<tr>
<td></td>
<td></td>
<td>• Extend your literature search to include outcomes of interventions designed to address your problem of interest.</td>
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<tr>
<td></td>
<td></td>
<td>• Due Sunday 9/13 (Google form): responses to questions about readings</td>
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<tr>
<td></td>
<td></td>
<td>• 50-minute team appointments Sept. 14-15. Be prepared to share and discuss your problem of interest, search strategy (databases, search terms), reference list, synthesis matrix or notes, and current draft.</td>
</tr>
<tr>
<td>Class 3 Writing and reading about research &amp; evaluation</td>
<td>1.67</td>
<td>• Due Sunday 9/20 (Moodle): Agency approval letter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Due Sunday 9/20 (Moodle): Introduction to evaluation plan (1-2 pp.).</td>
</tr>
<tr>
<td>Class 4 Effective evaluation approaches &amp; mid-semester course evaluation</td>
<td>1.67</td>
<td>• Ask questions at your agency to help you understand the theory underlying the intervention you’re studying. Come to class prepared to create a logic model describing your agency’s intervention.</td>
</tr>
<tr>
<td>Class 5 Logic models I</td>
<td>1.67</td>
<td>• Due Sunday 10/4 (Moodle): Literature review.</td>
</tr>
<tr>
<td>Class 6 Study design, sampling, &amp; measurement Logic models II</td>
<td>1.67</td>
<td>• Due Sunday 10/11: Agency context, logic model, and evaluation purpose.</td>
</tr>
<tr>
<td>Class 7 Measurement Methods feedback</td>
<td>1.67</td>
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<tr>
<td>Class</td>
<td>DUE DATE</td>
<td>ASSIGNMENT</td>
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<tr>
<td>Class 8 Ethics &amp; IRB procedures</td>
<td></td>
<td>• Discuss with your agency contact your IRB protocol, your project timeline, and how your evaluation will fit with your field hours. Incorporate any necessary protections into your draft IRB protocol.</td>
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<tr>
<td></td>
<td></td>
<td>• Due Friday 10/16: Documentation of CITI training for the social and behavioral sciences: <a href="http://www.citiprogram.org/">http://www.citiprogram.org/</a></td>
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<tr>
<td></td>
<td></td>
<td>• Due Friday 10/16: Post to the CITI forum (on Moodle) at least one comment on an issue related to the protection of human subjects that is relevant to research or evaluation with your client population.</td>
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<td></td>
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<td>• Due Sunday 10/18: Post responses to at least two other students’ comments on the CITI forum. Responses should demonstrate reflection on the issues raised (e.g., respectfully expanding the ideas, relating them to ethical guidelines for research, or presenting alternative views).</td>
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<tr>
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<td>• Due Sunday 10/18: Submit a draft IRB protocol using the online form</td>
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<td>• Due Sunday 10/18 (Google form): Submit, and bring to class, a list of questions that you need answered in order to complete the protocol</td>
</tr>
<tr>
<td>Class 9 Qualitative methods &amp; instrument development</td>
<td></td>
<td>• Due Sunday 10/25: Revise and re-submit your IRB protocol using the online form provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Due Sunday 10/25: Prepare and post to Moodle forum “Appreciative Inquiry” one open-ended appreciative inquiry question related to your evaluation project.</td>
</tr>
<tr>
<td>Class 10 Logistics &amp; methods refinement</td>
<td></td>
<td>• Due Sunday 11/1 (Moodle): Human Subjects Protection Plan (a thorough, concise, 2-3 paragraph summary of your IRB protocol).</td>
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<tr>
<td></td>
<td></td>
<td>• Bring your draft Methods section (design, sample, measures) and any instruments to class.</td>
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<td></td>
<td>• Bring your survey instrument or interview/focus group guide to class if applicable.</td>
</tr>
<tr>
<td>Class 11 Intro, lit review, &amp; HSPP – work team review</td>
<td></td>
<td>• Due Monday 11/9 (Moodle): Methods section.</td>
</tr>
<tr>
<td>Class 12 Evaluation plan – work team review</td>
<td></td>
<td>• Bring to class a draft of your complete evaluation plan for review and revision.</td>
</tr>
<tr>
<td>Class 13 Evaluation plan – work team review Prepare presentations</td>
<td></td>
<td>• Bring to class a draft of your complete evaluation plan for review and revision.</td>
</tr>
<tr>
<td>Class 14 Student presentations</td>
<td></td>
<td>• Due Sunday 11/29 (Google form submitted by agency contacts): Detailed agency approval form.</td>
</tr>
<tr>
<td>Class 15</td>
<td></td>
<td>• Due Sunday 12/5: Full evaluation plan.</td>
</tr>
</tbody>
</table>

Syllabus
2158-003_SW 512_Syllabus.docx

Additional Documentation

Additional Comments

Requesting minor revision to change SW 512 to SW 519.

minosbis 10/19/2015: This is a minor action, only renumbering the course.

ghodge 10/25/2015 Send to ABGS reviewers; only a course renumbering

ABGS Reviewer comments:
-Is there no consultation? RESPONSE: No need for consultation, only renumbering the course.
-No problems with the course, OK to send to the Board.

Justification for this request

Course Reviewer Comments

Key: 6526

Preview Bridge (http://catalog.ncsu.edu/)