HHD 2543: Evidence-Based Interventions

in Real World Contexts, Part 2

Course Information

Instructor: Bridget Kiger Lee, Ph.D.
Cell (emergency only):
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Office Hours: By appointment

Meeting Time: T, 1-3:30 in 5603 Posvar Hall
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Take Care of Yourself

It may seem strange to start with this, but I strongly believe we can learn best when we are well enough to do so. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep (not just enough to survive, but thrive!), and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night:

Suicide and Crisis Hotline: 988
University Counseling Center (UCC): 412 648-7930
University Counseling Center Mental Health Crisis Response: 412-648-7930 x1
Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)
If the situation is life threatening, call the Police:
On-campus: Pitt Police: 412-268-2121
Off-campus: 911

Course Description
Evidence-based interventions (EBIs) are the foundation of effective and high-quality prevention and intervention programs in education, human services, and healthcare. In this second part of this 2-course

sequence, students will: understand program development and evaluation, learn about and apply qualitative and quantitative data-based decision-making techniques and measures to collect evidence of child/youth experiences and understanding, and to assess the dimensions of various home, school, and community contexts which hinder or promote progress in real-world settings; and discuss and critique the quality, impact, or outcomes of the data-based decision making methods and process.

At the conclusion of this course, students should be able to:

1. Describe key issues (and responses) that arise when identifying assets and needs in a context, making a plan, assessing the enactment of the plan, making data-based decisions, and taking the plan to the next level.
2. Conduct formative asset and needs assessment in a real-world context.
3. Make a viable formative and/or summative evaluation plan that is responsive to the context and support resources.
4. Apply formative evaluation concepts and skills to a personal improvement project.
5. Use their knowledge about improvement science, evaluation, and research to engage with people and places in the community and beyond.

Required Readings
All documents uploaded to Canvas and Perusall. Websites are hyperlinked in this document.
I strongly suggest that you purchase an APA publication manual, 7th edition. You can find used copies for a very low price or new copies at this link:
https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433832178

COURSE DELIVERY

This course will be offered in person only. The Instructor will attempt to be very clear about how to engage with your peers, your instructor, and the course material. Coursework may include: synchronous online learning through Canvas and Zoom and asynchronous learning through Canvas, Perusall, and Zoom as well as in-person classes. You need to engage with class material each week and be prepared to discuss assigned readings. Please let the Instructor know if you are having difficulty accessing course material, connecting with peers, and/or connecting with the Instructor. Every effort will be made to accommodate any reasonable request.

COURSE RECORDING

This course will not be recorded. Students must participate in person for the successful completion of the course activities and materials.

Grading & Assignments
Total 100 points. Course meetings will be a combination of lectures and class discussions. Students are expected to be present and prepared to engage in thoughtful, meaningful, and scholarly discussions based on the course readings and experiences.

You will receive more information about each of these assignments in class as deadlines approach.
All assignments are subject to change at the discretion of the instructor.

INDIVIDUAL ASSIGNMENTS

1. *Evaluation Report Review (5 points).* This is a brief review of a program evaluation report. Be ready to discuss in class. DUE: **Week 3.**

2.   *Personal Improvement Project (10 points).* This is a semester-long personal improvement project. You will reflect on, identify a problem, consider causes, devise a plan to change, and try to make a change based on your thinking. DUE: **Throughout semester and Week 12.**

3.   *Readings and Online Discussion (10 points).* All readings for this class will be located on Perusall.com. You will need to set up an account and log into our class. You will need to read all assigned reading and engage in discussion/questions throughout the readings within this app. You should also respond to peers' comments or questions. For each reading, you should have at least 2 original, thoughtful comments/questions and at least 1 response to classmates' ideas. All submissions must be completed by Sunday at 2 pm before the Tuesday class session. This allows time for the weekly presenters to read your discussions and incorporate your ideas into their class discussion/activity.

4.   *Participation and presence (20 points).* Each week students are expected to fully participate in the course discussions and be fully present. When in person, students will be engaged and responsive in class. This includes participating in discussions and NOT texting, internet browsing, etc. I understand that emergencies may arise, but this should be an exception. If you are unable to attend or be fully present for class, please email me as soon as possible. You may miss one class without impact on your grade.

INDIVIDUAL or PAIRED ASSIGNMENTS

5.   *Leading Class Discussion (10 points).* Each week, two students will lead a class discussion/activity based on the readings and questions. DUE: **Varies.**

SMALL GROUP (no more than 4 people) ASSIGNMENTS

All small group assignments should include a brief statement about what each group member did to complete the assignment.

6.   *Review of organization (5 points).* This is a brief review of programming, staff, or other area. Be ready to discuss in class. DUE: **Week 5.**

7.   *Interview Questions (5 Points).* You will research, write up, and conduct interviews at the organization. DUE: **Week 6.**

8.   *Transcribed and Analyzed Interviews (10 points).* You will take notes, transcribe, and analyze the interview that you conducted. DUE: **Week 9.**

9.   *Presentations (10 points).* Each group of students will present their work on their project. DUE: **Week 15.**

10.   *Final Paper and Peer Review (15 points).* This final paper will be an accumulation of the work from the entire class. You will each contribute to the final report based on the work that you conducted outside of class and engage with the theory/readings that we discussed in class. This will include a summary of the needs and assets, organizational descriptions, suggested interventions in response to the needs/assets, logic model and evaluation design of intervention moving forward. Each student will submit a brief peer review on work completed by each group member. DUE: **Week 16**

A total of 100 points is possible for the course:

100%	= A+	77-79%	= C+
95-99%	= A	74-76%	= C
90-94%	= A-	70-73%	= C-
87-89%	= B+	67-69%	= D+
84-86%	= B	64-66%	= D
80-83%	= B-	60-63%	= D-

Course Policies

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as out- lined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Plagiarism. Plagiarism (use of other authors' words without quotation marks and citation) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to upload your assignments to Turn It In (http:// turnitin.com/) as an additional way to check for plagiarism. If you have any questions about what constitutes plagiarism, please ask the instructor and/or the Pitt Writing Center (http://www.composition.pitt.edu/ writ- ingcenter/index.html). When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to write without plagiarizing. In all cases, the plagiarism will be reported to the Dean's office.

Accommodations. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. DRS will verify your disability and determine reasonable accommodations for this course. Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Late Assignments. Late assignments will only be accepted when arrangements have been made with the instructor before the assignment is due.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When aHHD student or a student in a HHD class believes that a faculty member has not met his or her obligations (as an instructor

or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

Course Schedule: The Instructor will likely change this throughout the semester based on student response and need. Check Canvas for updates.

WEEK DATE	OVERVIEW OF CLASS **Question:** Guiding qs for our work **Topic:** Specific area of learning **Task**: In-class activities **Assignment:** Work to be done outside of class	READINGS/ASSIGNMENTS .
Week 1 1/9	**Question:** What will we cover in the course? How do we approach intervention development and evaluation? **Topic:** Course Overview; Learning with and from one another; Cultural Humility **Task:** Poster Dialogue Interview Students **Assignment:** Log into Perusall for readings/videos on Canvas; Sign up for Lead Class Discussion	**Read:** Syllabus
Week 2 1/16	**Question:** How do we approach intervention development and evaluation? **Topic:** Overview of Research & Evaluation; Cultural Humility **Task:** Activity about research/evaluation paradigms **Assignment:** Choose and review a completed evaluation report	**Read:** Mertens, D. (2020). Chapter 1-2. **View:** https://youtu.be/wDIGXUzULug
Week 3 1/23	**Question:** What is Culturally Responsive Evaluation? How do we learn about communities? **Topic:** Culturally informed and collaborative evaluation; Needs Assessment and Asset Based Mapping **Task:** Consider problem for personal improvement; Choose organization for project **Assignment:** Review personal improvement project; Review organization website in small groups	**WATCH:** https://vimeo.com/86356000 AND https://vimeo.com/86411174 **Read:** Askew, K., Beverly, M. G., & Jay, M. L. (2012). Altschuld, J. W., Hung, H.-L., & Lee, Y.-F. (2014). **DUE:** Lead class discussion

Week 4 1/30	**Question:** Who is in the system? How might you be a part of or influence the system? Who holds power and how might that shift? **Topic:** Stakeholder Analysis/Systems Understanding/Power Analysis **Task:** Work on summaries on organization—What else do we need to know? Theory, Practice, People?	**Read:** Haugen (2019). Power in CRE Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational researcher*, *36*(7), 388-400 **DUE:** Lead class discussion Upload eval report review
Week 5 2/6	**Question:** How do we learn more from multiple perspectives? **Topic:** In depth interviews, Empathy and Social Justice **Task:** Intentional group work, Develop interview protocols, Practice interviews **Assignment:** Research additional areas identified in preparation for organization interviews. Report out from thinking about the problem you'd like to work on--what are the potential causes?	**Read:** Boyce, C., & Neale, P. (2006). AND Empathy Interview Resource Guide by Stanford D-School **VIEW:**https://portigal.com/category/interviewing-users/ **Read Blog Post:**https://www.carnegiefoundation.org/blog/empathy-and-social-justice-the-power-of-proximity-in-improvement-science/ **DUE:** Upload review of organization; Bring draft of interview questions; Lead class discussion. Discuss/video/Post first check in on Canvas on personal improvement
Week 6 2/13	**No Class Meeting** **Task:** Needs Assessment and Assets Interviews	**DUE:** Upload final draft of questions BEFORE you conduct your interview; Readings related to your organization/program
Week 7 2/20	**Question:** What else do you need to know? **Topic:** Measures of progress in evaluation **Task:** Reflect on interview experience; Introduce transcript	**Read:** Bernhardt, V. (2007); Lapadat (2000); and Critical Reflection and Evaluation video **DUE:** Lead Class Discussion
Week 8 2/27	**Question:** How do you take a new look at old words? **Topic:** Transcribing and Analyzing Interviews	**Read:** Step by Step Content Analysis AND Reading from: Saldana, J. (2009). **Review:**

	Task: Work on Transcripts and coding; Review interview transcription; Update on progress for personal improvement project	Supplementary templates **Bring to class:** Transcribed interview **DUE:** Mid term Evaluation online
Week 9 3/5	**Question:** Whose voice and perspective needs to be included? **Topic:** Democratizing evidence; Youth/Participant Led Evaluation/Research **Tasks:** Learn fishbone; Find research that supports potential intervention	**Read:** Tseng, V., Fleischman, S., & Quintero, E. (2017). AND Burke, K. J., Greene, S. **DUE:** Upload transcribed and analyzed interviews; Lead class discussion.
Week 10 3/12	**SPRING BREAK**	
Week 11 3/19	**Question:** How and why should we connect all the dots in evaluation? **Topic:** Logic models; Summative and formative evaluation; Surveys **Task:** Develop logic model and identify/create intervention; Work on Analysis of coding findings write up; Consider concepts to be measured in surveys (See additional resources on Canvas if need to further review logic models and/or surveys.)	**Read:** Constructing Survey Questions AND logic model video AND Choose either the video or the written material below: https://www.pewresearch.org/methods/2018/03/21/methods-101-video-question-wording/ OR https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/ **Review:** Peer review transcribed interview with analysis. Be ready to discuss. **DUE:** Discuss/video progress on Canvas on personal improvement
Week 12 3/26	**Question:** How do we build upon rather than place upon communities for change? **Topic:** Designing Interventions based on assets and needs, Changes *with* communities (not to communities)	**Read:** Kwan, C., & Walsh, C. A. (2018). Ethical Issues in Conducting Community-Based Participatory Research: A Narrative Review of the Literature. *The Qualitative Report, 23*(2), 369-386. AND Fraser (2010) Designing interventions. **DUE:** Lead class discussion. **DUE:** Fishbone and Logic Model

Week 13 4/2	**Question:** How can we make real change? How can others help us make change? **Task:** Work on Paper; Summary of needs/assets, interventions, peer feedback	Read: Hess, D. W., Reed, V. A., Turco, M. G., & Parboosingh, J. T. (2015). **Listen:** https://evalcafe.wordpress.com/ (Evaluators as Agents of Change) LEAD class discussion.
Week 14 4/9	**Task:** Present/discuss personal improvement projects; Work on Presentations	**Review:** Presentation materials posted in Canvas **DUE:** Final check-in for personal improvement
Week 15 4/16	**Task:** Presentations **Assignment:** Finish final paper	**DUE:** Presentations
	FINAL PAPER and peer review DUE on Tuesday, April 23 at Midnight.	

Additional Resources:

Websites to find evaluation reports (you may use reports listed here, reports on Canvas or another that you find):

https://www.dmeforpeace.org/learn/resources/

https://www.childtrends.org/publications/foster-youth-strategic-initiative-2020-evaluation-report

https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html

http://eslplus.eu/documents/Evaluation_of_anti_bullying_methods.pdf

If you would like additional information about logic models, please review:
https://prezi.com/-epj0idpi_gd/logic-models-for-public-health-planning-university-of-pittsburgh-graduate-school-of-public-health/?utm_campaign=share&utm_medium=copy

If you would like a supplementary text available through the Pitt library, please review: Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally responsive evaluation. *Handbook of practical program evaluation*, *281*.

Full References for Each Week (documents located in Perusall and on Canvas):

Askew, K., Beverly, M. G., & Jay, M. L. (2012). Aligning collaborative and culturally responsive evaluation approaches. *Evaluation and Program Planning*, *35*(4), 552-557.

Altschuld, J. W., Hung, H.-L., & Lee, Y.-F. (2014). Needs assessment and asset/capacity build-ing: A promising development in practice. In J. W. Altschuld & R. Watkins (Eds.), Needs Assessment: Trends and a view toward the future. New Directions for Evaluation,144, 89–103.

Bryson, J. M. (2004). What to do when stakeholders matter: stakeholder identification and analysis techniques. Public management review, 6(1), 21-53.

Hess, D. W., Reed, V. A., Turco, M. G., & Parboosingh, J. T. (2015). Enhancing Provider Engagement in Practice Improvement: A Conceptual Framework. *Journal of Continuing Education in the Health Professions*, *35*(1), 71-79.

Coburn, C. E., & Penuel, W. R. (2016). Research–practice partnerships in education: Outcomes, dynamics, and open questions. *Educational Researcher*, *45*(1), 48-54.

Daly, A. J., & Finnigan, K. S. (2012). Exploring the space between: Social networks, trust, and urban school district leaders. *Journal of School Leadership*, *22*(3), 493-530.

Boyce, C., & Neale, P. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input.

Carnegie Blog Post:
https://www.carnegiefoundation.org/blog/empathy-and-social-justice-the-power-of-proximity-in-improvement-science/

Kirkhart & Hopson. Cultural Validity. American Evaluation Association.

Tseng, V., Fleischman, S., & Quintero, E. (2017). Democratizing Evidence in Education. *Connecting Research and Practice for Educational Improvement: Ethical and Equitable Approaches*.

Castro, F. G., Barrera Jr, M., & Holleran Steiker, L. K. (2010). Issues and challenges in the design of culturally adapted evidence-based interventions. *Annual review of clinical psychology*, *6*, 213-239.

Fraser, M. W., & Galinsky, M. J. (2010). Steps in Intervention Research: Designing and Developing Social Programs. *Research on Social Work Practice*, *20*(5), 459–466. https://doi.org/10.1177/1049731509358424

https://www.carnegiefoundation.org/resources/videos/sonja-santelises-2018-carnegie-summit-keynote/