

SOCIAL SERVICE RESEARCH NETWORK (SSRN)

“Building a Conducive Ecosystem for Research in the Social Service Sector: From Findings to Solutions”

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Auditorium, Level 1
Civil Service College

Social Work Research and Evaluation for Impact and Change

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Introduction

Developing Qualitative Design as a Methodology of Choice for Social Work Practice

What can you do to ensure that your study will influence people who can make needed program changes and supply program resource?

What approach provides a holistic view of the programme that is closest to reality and can make a quality difference?

- Reflective Appraisal of Programme*
- Case Interviews

*RAP is based on: Claude F. Bennett: *Analyzing Impacts of Extension Programs, ESC-575* (1976) and Teaching Materials on "Seven Levels of Evidence": *A Guide for Extension Workers, ESC-575* (1980).

Research/Evaluation Goals

1. To improve programmes

- by improving program staff decisions
- by improving council or program-building committee decisions
- by improving administrative decisions

2. To improve accountability

- to funding sources
- to the general public
- to committees and support groups

3. To improve understanding of and communication about programmes

- by clarifying program objectives
- by analyzing and describing the processes and outcomes of programs

4. To improve performance and morale of staff and volunteers and stakeholders

- of productive staff members and volunteers
- of program participants who have made progress

Reflective Appraisal of Programme

Results Expected from the Programme

- Participants' reactions to programme activities can be expected to vary depending on a combination of factors including the methods used in the program, the subject matter and the clarity of the standards.
- Expect that knowledge, attitudes, skills, and aspiration (KASA) changes will closely relate to the program's subject matters.
- End results that can be expected from KASA change and practice change

Preparing Interview Instrument

- Extent to which they met programme objectives - objectives at each of the levels of reactions, KASA change, practice change, and end results.
- Levels of evidence that correspond to a significant degree with your programme's objectives.

Which Levels of Evidence to Study

Level 1— Inputs. What kinds of personnel and other resources, and how many, did help in the programme?

Level 2—Activities. What kinds of information and methods of delivery use to interact with programme participants?

Level 3—People Involvement. Who has participated in the programme and how much?

What have participants done in the learning situations provided by the programme?

Level 4—Reactions. How much have programme activities appealed to participants?

KASA Change

Level 5—KASA Change

Knowledge Change. How much have participants changed their awareness, understanding, and ability to solve problems?

Attitude Change. How much have participants' interests changed regarding the ideas or practices presented?

Skill Change. How much have participants changed in terms of their verbal or physical abilities?

Aspiration Change. How much have participants selected future courses of action or made decisions regarding future courses of action?

Example of Skills Change

Skill Change Items

Say to the interviewee:

To what extent did you acquire more skill in (eg parent-child communication)?

- _____ to a great extent
- _____ to a fair extent
- _____ to a slight extent
- _____ not at all
- _____ don't know/don't recall
- _____ other (specify) _____

If the interviewee selects one of the first three categories, say:
Could you give me an example or two.

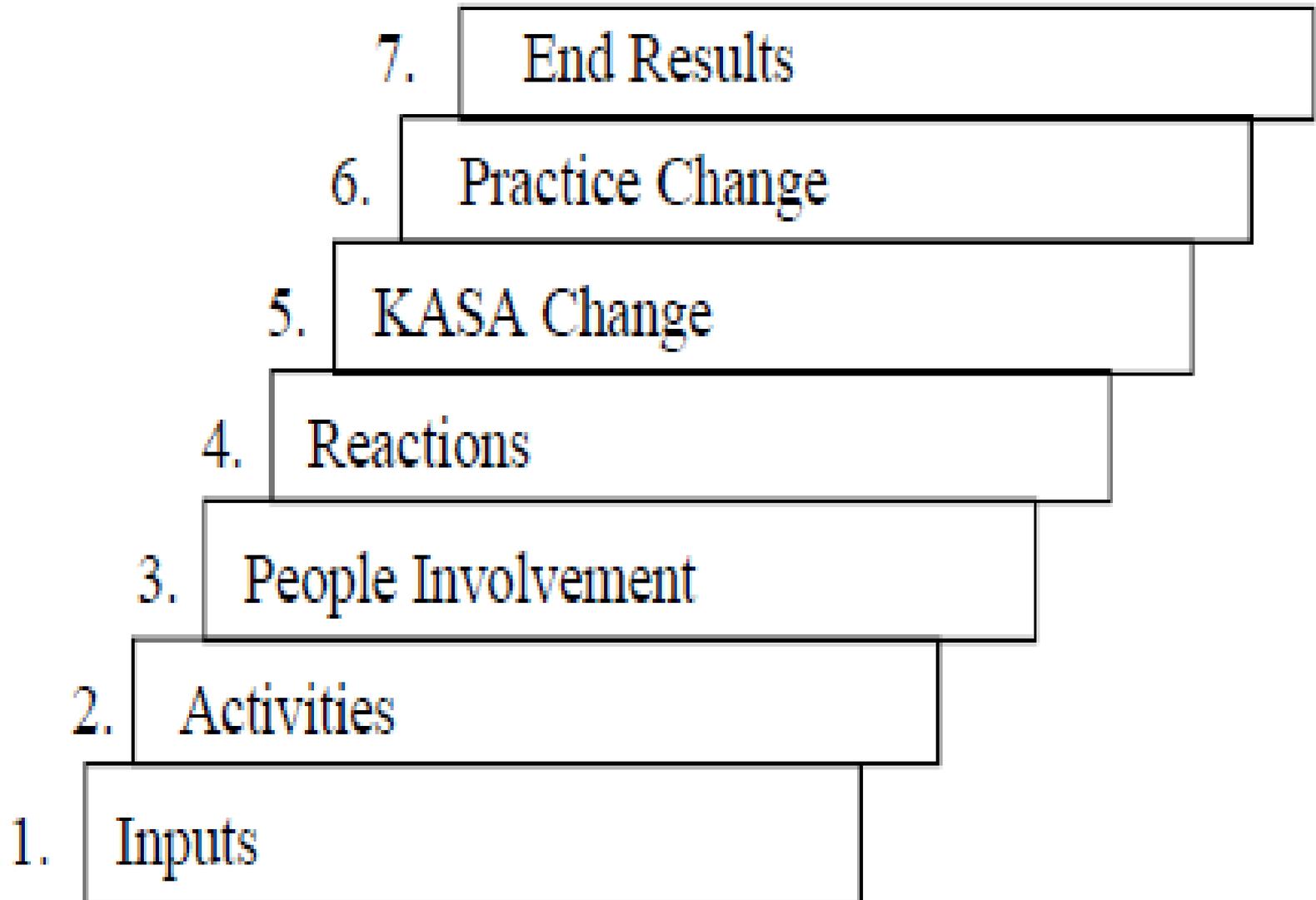
Practice Change

Level 6—Practice Change. How much have participants applied their KASA change to their personal and working lives?

Level 7—End Results. How much have participants and others been helped, hindered, or harmed by the results of changes in KASA and/or practices?

KASA change, Practice change, and End results.

Levels of Objectives in Program



Case Interviews

Variability: Client, Worker, Process/Intervention

- Successful Case – what changed, what contribute to the success?
- Unsuccessful Case – what changed, what factors contribute to the outcome?
- In-between?

Conclusions

- Qualitative Approach has value
- Useful if combined with quantitative approach for generalizability.

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