

USING QUALITATIVE & MIXED METHODS DESIGNS

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at Heritage University

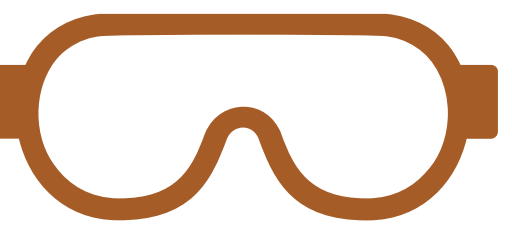
SOWK 460w Spring 2025



Program Evaluation Design

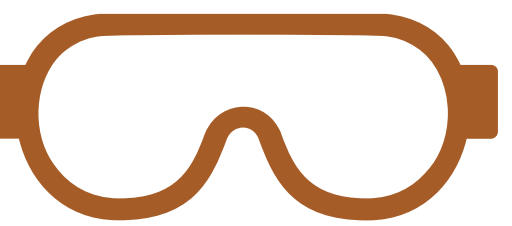
AGENDA

- Basics of program design methodologies
- Examples of qualitative research
- Planning the design of and the tasks completion of your evaluation



WHY QUALITATIVE DESIGN METHODS

- Framing the topic in participants' descriptions
- Exploring a topic in greater depth and with additional details
- Gain specifics about what works and doesn't work in a program
- Needing research expertise and sensitivity to draw out responses
- Uncovering foundational ideas to build further literature on



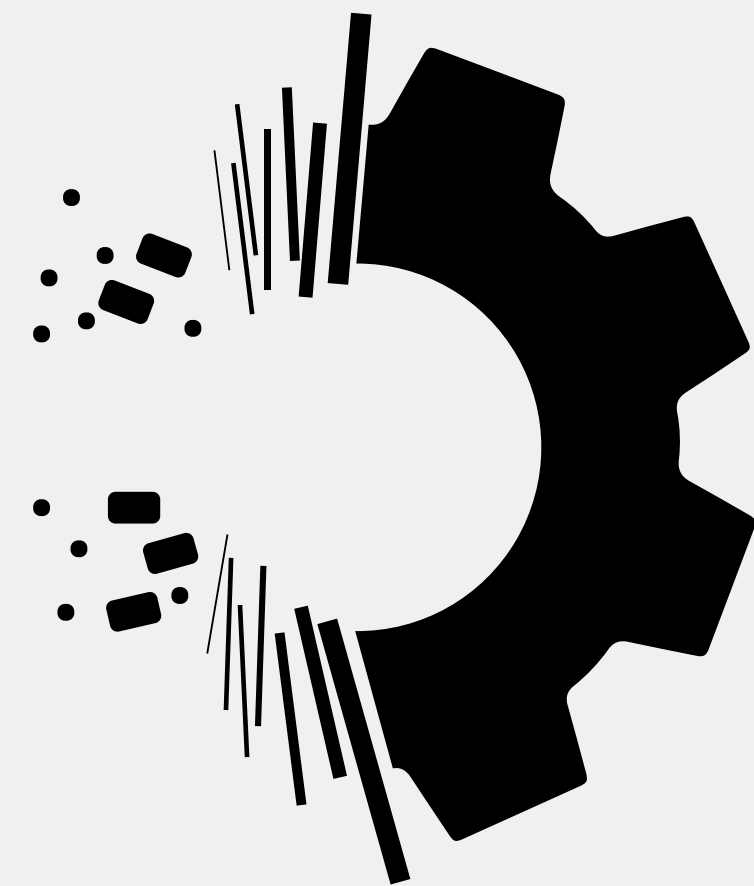
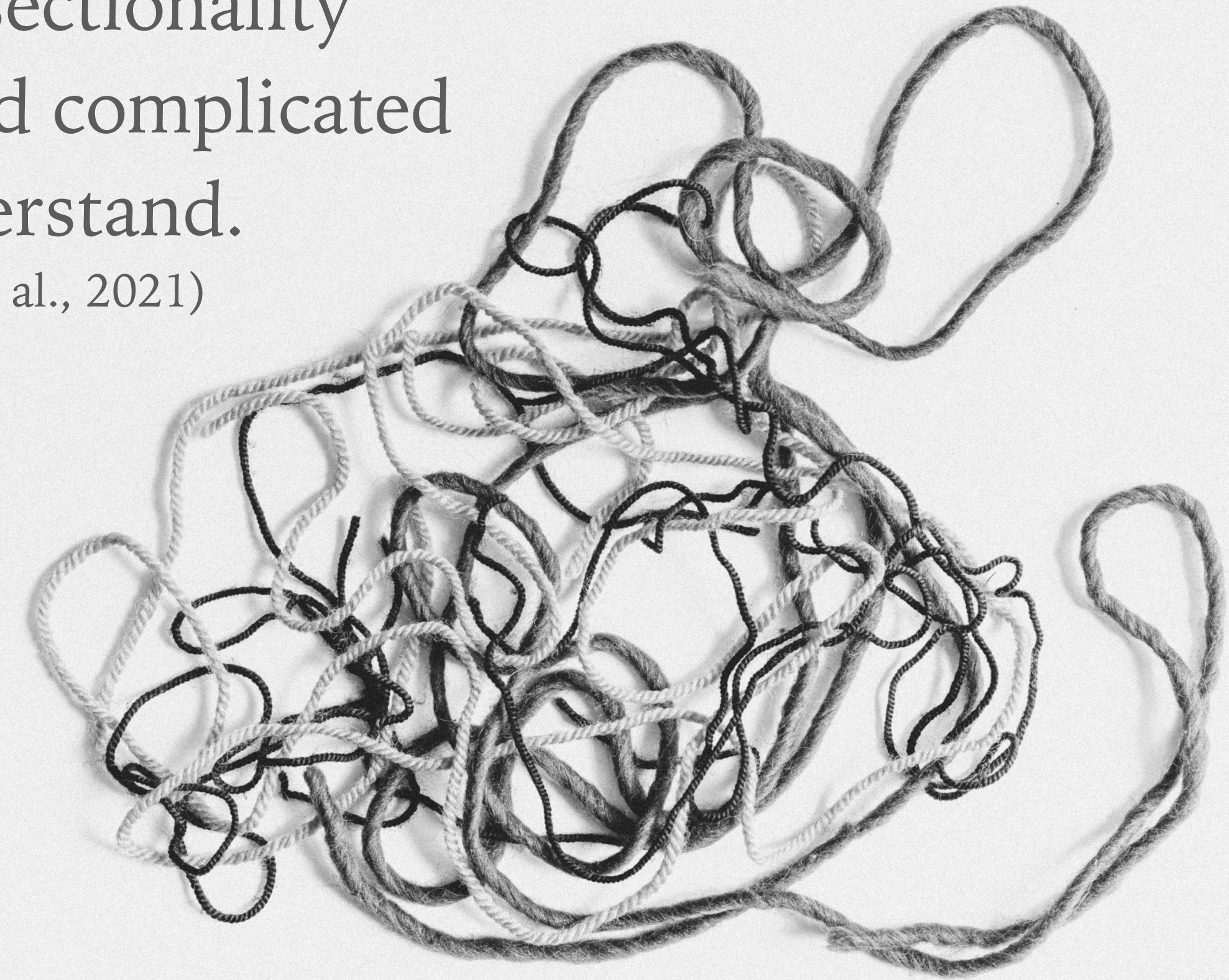
(Kapp & Anderson, 2009)



Closely related to
clinical practices

Qualitative data includes
aspects of intersectionality
and is messy and complicated
to sort and understand.

(Fine et al., 2021)

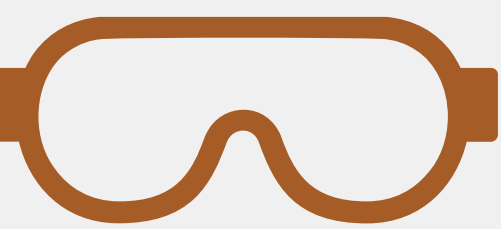


With qualitative data,
there is an ability to
find emergent ideas

(Kapp & Anderson, 2010)

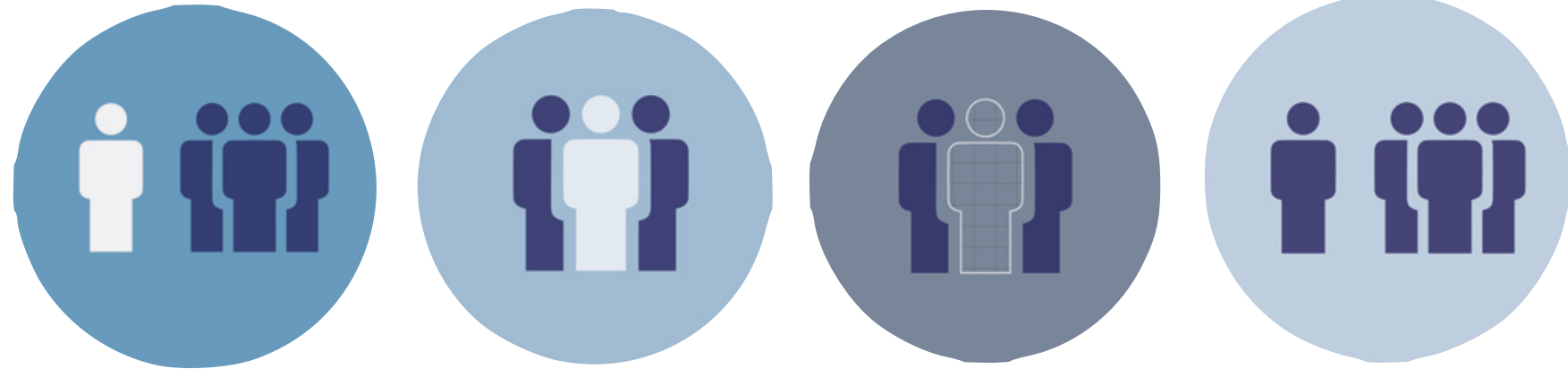
Photo by [Kier in Sight Archives](#) on [Unsplash](#)

QUALITIES OF QUALITATIVE DESIGN METHODS



PARTICIPANT OBSERVATION

The researcher observes participants in their natural environment, often times as a participant herself



IN-DEPTH INTERVIEW

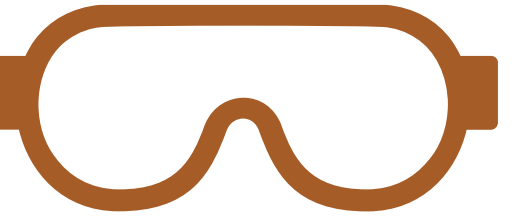
The researcher asks several, open-ended questions to explore participants' personal histories, experiences, and perspectives

The researcher asks in-depth questions of small groups of participants to explore their experiences, perspectives, and cultural norms



FOCUS GROUP

THREE KEY QUALITATIVE METHODS



A photograph of Brené Brown, a woman with short blonde hair, wearing a dark brown button-down shirt. She is smiling and looking slightly to the right. The background is dark and out of focus.

THE POWER OF VULNERABILITY

An Example of Interviews
and Grounded Theory

BRENÉ **BROWN**

https://www.ted.com/talks/brene_brown_the_power_of_vulnerability

1 Orientation:
discussing PAR, its values, tenets, principles, practices, and processes

2 Entry interviews:
Co-researcher voice in developing agendas and describing needs

3 Six co-designed sessions:

- * Understand how trauma impacts students
- * Limiting re-traumatization within the classroom
- * Methods for increasing resiliency factors for students
- * Engaging in self-care and burnout prevention to reduce the impact of secondary trauma
- * Evaluate and implement ideas for promoting systematic changes within a classroom and school-wide
- * Develop a tool or recommendation for how other school staff could create similar growth in other schools



6 Co-Researchers
3 School Social Workers
2 Behavior Interventionist Teachers
1 Para Educator

OVERVIEW OF STUDY PHASES

(Campbell, 2023)

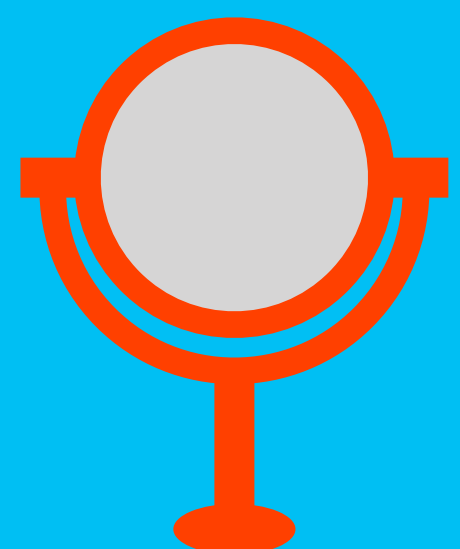
Embed in dialogues



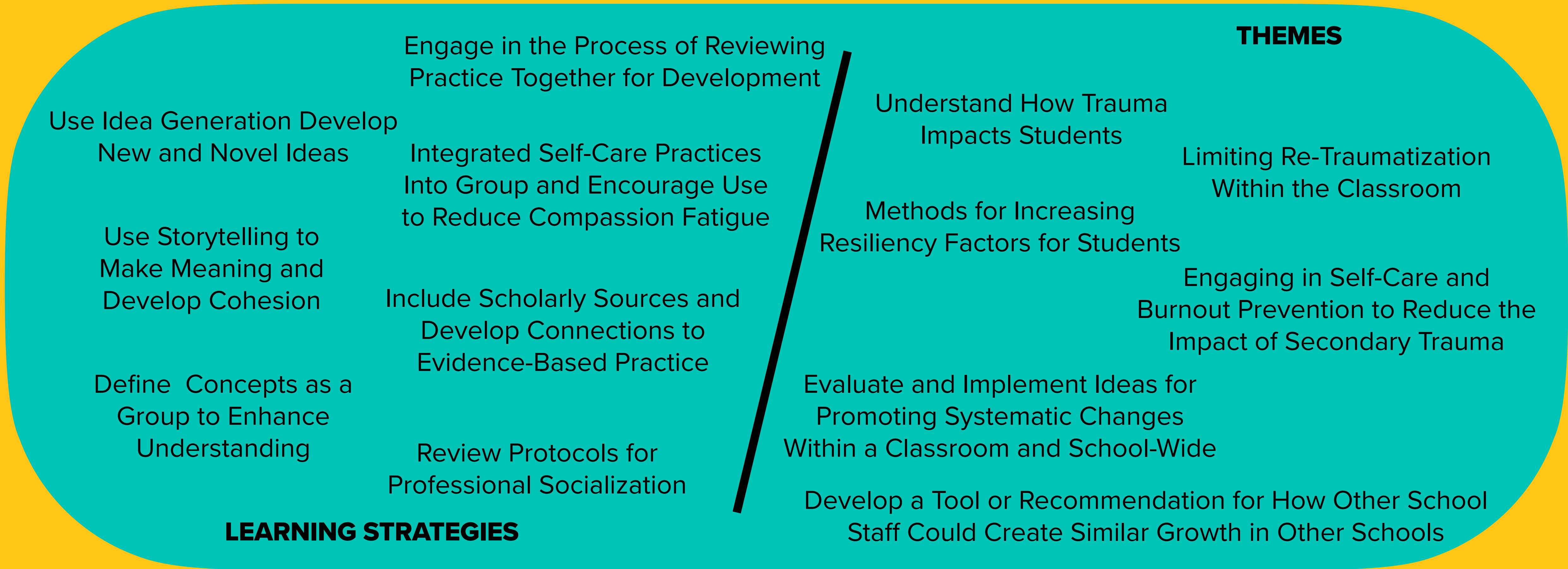
Group Book Study



Self-Care Activity



Exploration, Reflection, and Action



Use Idea Generation Develop New and Novel Ideas

Use Storytelling to Make Meaning and Develop Cohesion

Define Concepts as a Group to Enhance Understanding

Engage in the Process of Reviewing Practice Together for Development

Integrated Self-Care Practices Into Group and Encourage Use to Reduce Compassion Fatigue

Include Scholarly Sources and Develop Connections to Evidence-Based Practice

Review Protocols for Professional Socialization

LEARNING STRATEGIES

Understand How Trauma Impacts Students

Methods for Increasing Resiliency Factors for Students

Evaluate and Implement Ideas for Promoting Systematic Changes Within a Classroom and School-Wide

Develop a Tool or Recommendation for How Other School Staff Could Create Similar Growth in Other Schools

THEMES

Limiting Re-Traumatization Within the Classroom

Engaging in Self-Care and Burnout Prevention to Reduce the Impact of Secondary Trauma

Follow Mutual Aid Model

Incorporate an Interdisciplinary Framework

COMPONENTS IN BUILDING A TRAUMA-INFORMED PLC

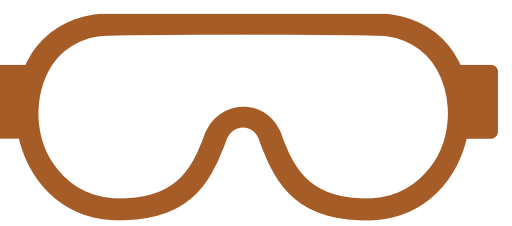
(Campbell, 2023)

QUALITATIVE DESIGNS

OBSERVATIONS

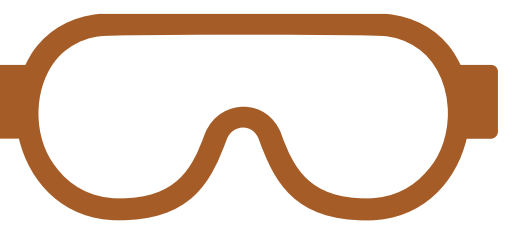
ABC Notes				
Student: Harold Grade: 9 th				
Date/Time/Duration	Activity	Antecedent	Behavior	Consequence
10/11/13 9:35am 5 minutes	Language Arts	Individual task given	Talks to Peers about off task topic	Given Reminder by the teacher to work quietly
10/12/13 11:20 am 10 minutes	Small Group math	test	Chatted with peers	Asked to leave the class
10/12/13 1:30 pm 5 minutes	PE	Volleyball game team selection	Refused to be on the team picked for	Chose not to participate
10/15/13 9:35am 5 minutes	Language Arts	Individual task given	Talking loudly about inappropriate topics	Other students laughed Asked to leave class
10/17/13 1:20 pm 5 minutes	PE	Running the track	Refused to run, walked with students not in his class on the field	Encouraged to run but wouldn't
10/18/13 9:35am 5 minutes	Language Arts	Essay assignment	Went on laptop to not approved websites, showed other student	Would not leave the website
10/21/13 11:20 am 5 minutes	Math	Individual work Algebraic Expressions	Talked to peers about off topic conversation	Started work but kept talking

Example of ABC Data



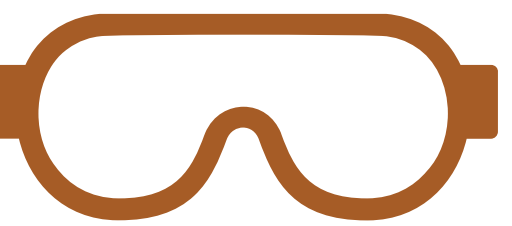


WHAT IS YOUR PROJECT



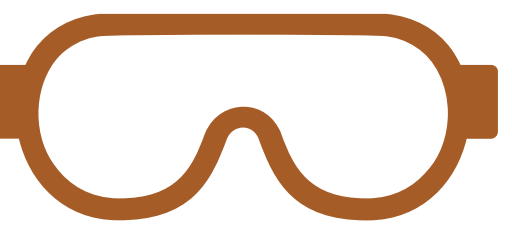
PROGRAM EVALUATION WORK PLAN

Evaluation Design				Data Collection		
Component	Indicator	Source	Success	Task	Person Responsible	Deadline
A part of your evaluation	Measurable information about program implementation	Data to be collected	What you will know with collecting this information			



PROBABLE COMPONENTS

- Evaluative aspects (likely two or three)
- Logic model development
- Executive summary components
- Final presentation



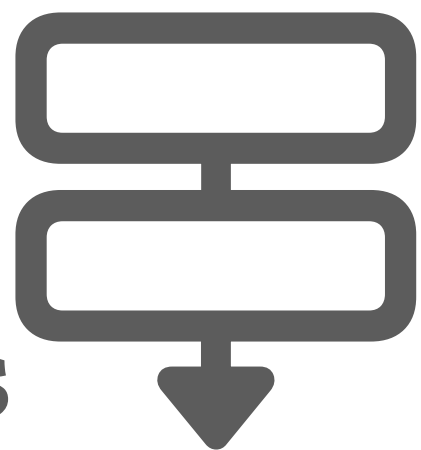
INDICATORS IN PROGRAM EVALUATION

The measurable information used to determine if a program is implementing their program as expected and achieving their outcomes

measure the contributions necessary to enable the program to be implemented



Process Indicators



measure the program's activities and outputs (direct products/deliverables of the activities)



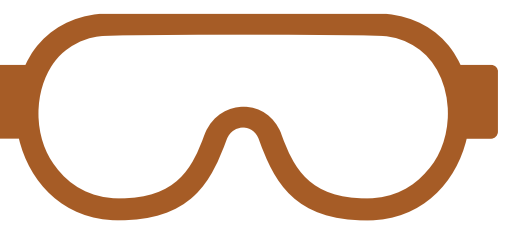
Outcome Indicators

measure whether the program is achieving the expected effects/changes in the short, intermediate, and long term

longest-term/
most distal
outcome
indicators



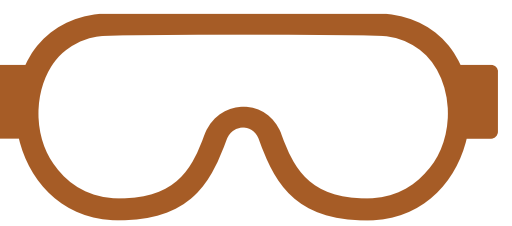
Outcome Indicators



CRITERIA FOR SELECTION OF HIGH- PERFORMING INDICATORS

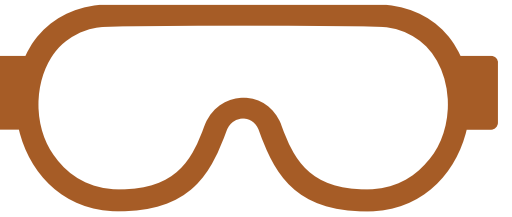
*A Checklist to Inform
Monitoring and
Evaluation*

https://wmich.edu/sites/default/files/attachments/u350/2014/Indicator_checklist.pdf



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POST YOUR GROUP WORK PLAN

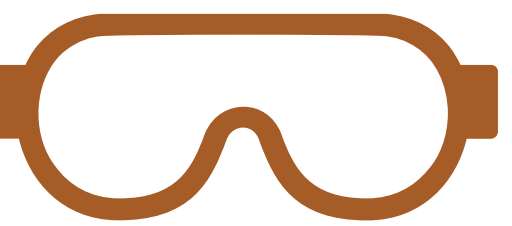
in the Forum

Where you will do your program evaluation

A general idea of what you will look at

The names of group members

A brief description of your group work plan



RUBRIC FOR PROGRAM EVALUATION WORK PLAN

Description	Highly Developed
Completeness	The plan is thorough and covers the entire research project.
Clarity	The plan clearly articulates both the evaluation design and data collection that will take place within the research. The evaluation design includes components, indicators, sources, and what success looks like. The data collection identifies specific tasks, the person responsible, and deadlines for completing those tasks.
Fairness	Group members are fairly distributed with tasks related to the assignment.
Feasibility	The program evaluation plan appears feasible and something the group can accomplish within the semester.

