COURSE TITLE: SOWO 510: Foundations for Evidence-Based Practice

COURSE SECTION: 959

LOCATION AND TIME: Spring, 2012
Fridays 2-4:50pm
TTK 135

INSTRUCTOR: Amanda Sheely, MSW, MPH, PhD
Office: TTK Building, Rm. 417
Email: asheely@email.unc.edu
Office Hours: 12:30-2pm Fridays

Course Description:
Students will develop knowledge of evidence-based practice, including skills needed to identify, acquire and assess appropriate interventions for practice and basic skills required to evaluate their own social work practice.

Course Objectives:
Upon completion of this course, students will be able to demonstrate the following:

(1) Knowledge of evaluation models and methodologies available to implement evidence-based social work practices;
(2) Skill in accessing and assessing public databases and research literature as a foundation for evidence-based practice;
(3) Skill in applying the findings of social intervention research to social work practice and policy;
(4) Skills to develop and implement intervention evaluations that promote evidence-based social work practice and policy, including skills related to qualitative and quantitative research, measurement, data analysis, and knowledge dissemination;
(5) Ability to apply knowledge of social work ethics and values to the design of practice intervention evaluations;
(6) Skill in designing social interventions that are sensitive to and address ethnic, economic, gender, racial, religious, sexual orientation, and other issues of difference, culture, and descent; and
(7) Knowledge of the practical, political, and economic issues related to the evaluation of social interventions.
**Required Texts:**
- Supplemental readings are available on Sakai or through UNC libraries databases. Additional supplementary readings may be recommended or assigned at the discretion of the instructor.

**Accommodations for Students with Disabilities:**
Students with disabilities, which affect their participation in the course, should notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered. Accommodations and services are provided by Disability Services (Voice/TDD 962-8300; 966-4041). Learning Disability Services (962-7227) provides supportive services for students with learning disabilities and attention-deficit/hyperactivity disorders.

**Policy on Academic Dishonesty:**
All students must follow the UNC Honor Code. Please ensure that the Honor Code statement “I have neither given nor received any unauthorized assistance in completing this assignment”, with your signature, is on all assignments turned in. In keeping with the Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Teaching Methods and Accountability:**
Teaching methods will include lecture and class discussion, multimedia presentations, and small group activities. Students are expected to take an active role in the discussion of course topics. You are expected to attend all classes and to complete the readings before class begins. You are expected to participate in discussions by sharing information from the reading, field experiences, or current events. Full participation is essential to your learning in the class, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful.

**Assignment Guidelines:**
All written assignments must be typed and follow APA format. In addition to providing citation guidelines, this format requires students to avoid slang, to write dispassionately, and to not include contractions. Sources for papers should befit a graduate degree. Thus, Wikipedia should not be cited and peer-reviewed journals are preferred.
- Note: You can find a self-paced tutorial for APA style at: http://www.lib.unc.edu/instruct/citations/?page=apa_sample
Assignments:

Weekly Quizzes:
Each week at the beginning of class a short quiz covering material from the previous week will be given. Each quiz will be discussed after its completion and returned after grades are recorded. The lowest quiz grade will be dropped and quiz grades will be averaged. The final quiz grade will count for 35% of the total grade. The purpose of these quizzes is to provide ongoing feedback concerning knowledge acquisition and will provide the information necessary to take corrective measures, by both the professor and students, to ensure that adequate learning has occurred.

CITI Research with Human Subjects Training:
Students will complete the on-line CITI ethics training. The CITI Research with Human Subjects Training provides an opportunity to review historical and current standards for ethical research that involves human subjects. Allow a minimum of 3 hours for completion of online training. The training is worth 5% of your overall course grade and is due Feb 3.

Labs
There will be 4 labs throughout the semester that will provide an opportunity for hands on experiences with multiple aspects/components of the research and evaluation process. The labs will be started in class, but due at the beginning of the following week. The labs comprise 20% of your overall course grade (5% each).

Final Exam: Evaluation Proposal Paper and Presentation (Due April 13 and 20)
A proposal for an evaluation project related to your field placement or specific social work interests will be developed by each student. This 7-10 page paper will include the following components: introduction, literature review, research questions(s), methods (evaluation design, study sample, measures), discussion of ethical considerations, and references. Each student will present a summary of their evaluation to the class in 15 minutes. The paper and brief class presentation is worth 40% of your overall grade.

Assignments and Course Performance Assessment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>35%</td>
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<tr>
<td>CITI training</td>
<td>5%</td>
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<tr>
<td>Labs</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading System:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>H: Clear excellence</td>
</tr>
<tr>
<td>80-93</td>
<td>P: Entirely satisfactory</td>
</tr>
<tr>
<td>70-79</td>
<td>L: Low passing</td>
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<tr>
<td>&lt; 70</td>
<td>F: Failing</td>
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Policies on the Use of Electronic Devices in the Classroom:
I expect that we will all be invested in creating a learning environment of respect and engagement. I welcome the use of laptops in class for taking notes or completing small group tasks. However, I ask that you use them only for relevant activities – not for checking email or surfing the Web. Your attention is an important sign of respect to your colleagues, and an important part of your learning.

Policies on Incompletes, Absences, and Late Assignments
Assignments are due at the beginning of class on the day noted. Extensions are granted on a case-by-case basis. If you would like to ask for an extension, you must notify me at least 3 days before a due date. If this does not happen, you will lose 10% of the assignment’s points per day (including weekends, and including the date on which the assignment was due, if you submit it after the beginning of class).

Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. We will be covering a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Students with more than two absences will receive an “L” unless they have made prior arrangements with the instructor.

Incompletes may be granted if (a) there are extreme and unforeseeable circumstances that affect your ability to complete the semester’s work, and (b) you meet with me in advance to develop a plan and timeline for completing your work.
# COURSE OUTLINE AND ASSIGNMENTS

## PART I: USING THE EXISTING EVIDENCE BASE IN PRACTICE

### Week 1, Jan 13: Introduction to Course and Research

**Goal:**
By the end of this week, the student will understand how to proceed with the hybrid course and access/utilize Sakai and all on-line materials.

**Activity:**
Film: Prisoners of Silence

### Week 2, Jan 20: Overview of Evidence-Based Practice

**Goal:**
By the end of this lesson, the student will be able to define evidence based practice (EBP) and authority based practice (ABP), and understand the benefits and challenges of working from an EBP framework.

**Readings:**
Rubin & Babbie: Chapter 1, 2, & 4

### Week 3, Jan 27: Sources for Evidence-Based Practice

**Goal:**
By the end of this lesson, the student will be able to locate and navigate effective sources of information to guide evidence-based social work practice.

**Readings:**

**Activities:**
Lab #1: Formulating a good research questions  
Presentation: Angela Bardeen, Behavioral and Social Sciences Librarian

**Week 4, Feb 3: Ethics for Research and Evidence-Based Practice**

**Goal:**  
By the end of this lesson, the student will be able to define the utility of research in evidence-based practice, describe the scientific process, think critically about ethical issues related to EBP and social work and Identify safeguards established to prevent harm to human subjects involved in research.

**Assignments:**  
- Lab 1 due  
- CITI Training Certificate of Completion due

**Readings:**  
Rubin & Babbie: Chapters 15 and 16  

**PART II: EVALUATING YOUR SOCIAL WORK PRACTICE**

**Week 5, Feb 10: Forming Logic Models and Theories of Change**

**Goal:**  
By the end of this lesson, the student will understand how to create a logic model for their practice setting and build a theory of change that describes how their interventions should be linked to expected program activities and outcomes.

**Assignments:**  
- Quiz #1 on Evidence-Based Practice and Ethics

**Readings:**  
Hatry et al.: Step 2 (pp. 31-55)  
Rubin & Babbie: Chapter 3 (pp. 34-44)  
Royse et al.: Chapter 5 (pp. 108-111 only)  

**Activity:**  
- Lab #2: Designing a logic model
**Week 6, Feb 17: Program Evaluation – Phase 1: Needs Assessments & Survey Research**

**Goal:**
By the end of this lesson, the student will understand how to conduct a needs assessment of their organizations target population.

**Assignments:**
- Quiz #2 on Logic Models due
- Lab #2 due

**Readings:**
Royse et al.: Chapter 3
Rubin & Babbie: Chapter 8

**Supplemental readings:**
Labonte, R. Community, community development, and the forming of authentic partnerships. In M. Minkler (Ed.) Community organizing and community building for health (pp. 82-97). Piscataway, NJ: Rutgers University Press.


**Goal:**
By the end of this lesson, the student will understand how to conduct an assessment of the processes within their organization that determine its effectiveness, including an assessment of costs and cost associated benefits and effectiveness.

**Assignments:**
- Quiz #3 on Needs Assessments

**Readings:**
Royse et al.: Chapters 5, 7, and 10


* Read webpage and then view the short video of the project findings.


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**Week 8, March 2: Evaluation Types – Phase 3: Summative/Outcome and Impact Evaluations**

**Goal:**
By the end of this lesson, the student will have a general understanding of how to conduct an outcome assessment of their organizations’ target population.

**Assignments:**
- Quiz #4 on Process/Formative Evaluations due

**Readings:**
- Royse et al.: Chapter 9 (pp. 207-211 only)
- Hatry et al.: Steps 1 and 3

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**March 9: Spring Break – No class**

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**Week 9, March 16: Sampling**

**Goal:**
By the end of the lesson, students will understand the differences between different sampling techniques, as well as their strengths and limitations.

**Assignments:**
- Quiz #5 on Outcome/Impact evaluations due

**Readings:**
- Rubin & Babbie: Chapter 9
Activity:
Understanding sampling through M&Ms

Week 10, March 23: Evaluation Design

Goal:
By the end of the lesson, students will understand the procedures for planning and designing an evaluation and obtained the necessary skills to design an evaluation based on the evaluation question.

Assignments:
Quiz #6 on Outcome/Impact evaluations due

Readings:
Royse et al.: Chapter 9
* Review methods section

Activity:
Lab #3: Article Review Lab

Week 11, March 30: Measurement & Questionnaire Construction

Goal:
By the end of the lesson, students will be able to understand how to measure program outcomes, develop questions and questionnaires necessary for data collection, identify and critically evaluate the quality of measurement instruments, and describe ethical and cultural issues related to measurement

Assignments:
Quiz #7 on Evaluation Design due
Lab #3 due

Readings:
Rubin & Babbie: Chapters 6 and 7
Royce et al. Chapter 12
Hatry et al.: Steps 4 & 5 and Appendix (pp. 150-162)

Activity:
Lab #4: Understanding measurement lab
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<tr>
<th>Week 12, April 6:</th>
<th>Campus Holiday</th>
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<tr>
<th>Week 13, April 13:</th>
<th>Student Presentations</th>
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<tr>
<td><strong>Goal:</strong></td>
<td>By the end of this session students will effectively present evaluation proposals to their peers and describe the potential impact on social practice.</td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>Quiz # 8 on Measurement due&lt;br&gt;Lab # 4 due&lt;br&gt;Student Presentations and Final Papers due</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>None</td>
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<tr>
<th>Week 14, April 20:</th>
<th>Student Presentations</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>By the end of this session students will effectively present evaluation proposals to their peers and describe the potential impact on social practice. Students will also practice providing feedback to peers on ideas for improving evaluation designs</td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td>Student Presentations and Final Papers due&lt;br&gt;Peer feedback and evaluation</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>None</td>
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</tbody>
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SOWO 510: CITI Training Description

This training provides an opportunity to review the history as well as current standards for ethical research that involve human subjects. It is an on-line training comprised of multiple sections with a practice quiz at the end of each section. You may take the quizzes as many times as you need, but you must complete and pass all of them for full credit. Please allow a minimum of 3-4 hours for completion of the online training. The certificate of completion is due at the beginning of class on February 4 and is worth 12% of your grade.

1. Log onto the CITI Course in the Protection of Human Research Subjects webpage at: https://www.citiprogram.org
2. Click on the New Users Register Here link.
3. Use the pull down menu for the Participating Institutions option and click on University of North Carolina at Chapel Hill.
4. Provide a username for yourself such as your name or email address.
5. Provide your name and e-mail address information Click on Submit.
6. Provide your member information (For Department, type in ‘Social Work’. For your role in human subject research, click on the Social Worker option)
7. Select Group 2: Social and Behavioral Research when given the option for which group is appropriate to your research activities.
8. Click on Grade book link when you arrive at the learner menu.
9. You can stop and start as needed. You can also retake any quiz by going back to the same section again.
10. Print out the certificate of completion with your name on it to turn in for assignment credit.
Final Exam: Evaluation Proposal Paper and Presentation (Due April 13 and 20)

For the final exam, students will develop a proposal for an evaluation project related to field placements or a specific social work interest. This 8-10 page double-spaced paper is worth 30% of your overall grade.

The paper should include the following six components:

1. **Introduction:** The introduction should include a brief statement of the problem to be addressed by a social intervention and information concerning the prevalence (i.e., the number of people in a population who have the problem), and costs (social and financial) of the problem. This section should conclude with a discussion of why the problem is important to the field of social work.

2. **Literature Review:** Empirical research pertaining to relevant interventions, programs or policies and their outcomes specific to the student's population and problem should be reviewed concisely and critically. Also, in one or two sentences describe your plan for addressing the problem with an intervention.

3. **Research Question(s):** List the specific and measurable research question(s) that will guide your evaluation. In addition, please state your hypothesis for each question.

4. **Methods:** This section will present the plan for how the research question will be addressed. Please provide separate subheadings for each of the following:
   - **Evaluation design:** Identify the method (qualitative or quantitative), describe the design, and include appropriate design notation.
   - **Study sample:** Describe the sample population and specific sampling strategy
   - **Measures:** Describe the measures and be sure to include information about the reliability and validity of each. Please attach the actual survey or instrument as an appendix if you have access to it, otherwise the types of questions included.

5. **Discussion:** This section should include a thorough discussion of the following:
   - Strengths and limitations of the evaluation.
   - Potential ethical considerations and how they will be addressed
   - Potential implications of the findings for social work practice, policy and research.

6. **References & Writing:** Provide an accurate list of all cited sources in APA format (minimum of 8). The paper should be clearly and concisely written and checked for errors prior to submission.
Additional details on the final presentation

Each student will present a summary of their evaluation to the class in 15 minutes. The presentation will be worth 10% of your final grade. In order to help you develop an effective presentation, please refer to the following sources:

Royce et al.: Chapter 13 and 15  
Hatry et al.: Step 8  
Rubin & Babbie: Chapter 12

Grading Rubric: Required Components & Points Possible

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Literature Review</td>
<td>5</td>
</tr>
<tr>
<td>Research Question(s)</td>
<td>3</td>
</tr>
<tr>
<td>Methods</td>
<td>10</td>
</tr>
<tr>
<td>Discussion</td>
<td>5</td>
</tr>
<tr>
<td>References &amp; Writing</td>
<td>5</td>
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<tr>
<td>Class Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Total Possible</td>
<td>40</td>
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