Course Number: SOWO 510-001  
Course Title: Foundations for Evidence-Based Practice and Program Evaluation  
Semester: Spring 2017  
Time and Location: Monday 9:00 – 11:50 A.M., Room 114

Instructor:  
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Teaching Assistant:  
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Doctoral Student, UNC School of Social Work  
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Office Hours:  
By appointment

COURSE DESCRIPTION AND OBJECTIVES: Social workers, whether they are front-line practitioners, program managers, administrators, or policy makers, routinely face complex human situations involving individuals who come from diverse backgrounds. The social interventions social workers have at their disposal vary in their degree of effectiveness with any given individual, family, group, organization or community. In order to provide the most effective social work programs, policies, and interventions, social workers must be able to determine if what they are doing is beneficial to the individuals, families, groups, organizations, or communities they serve. To this end, students will develop knowledge of the purposes of research and evaluation and the approaches and methodologies necessary to evaluate social work interventions. Upon completion of this course students will be able to demonstrate:

1. Skill in developing and implementing social intervention evaluations that promote evidence-based social work practice and policy;
2. Skill in evaluating social intervention research and applying findings to social work practice and policy;
3. Skill in qualitative and quantitative evaluation design, measurement, data analysis, and knowledge dissemination;
4. Knowledge of the practical, political, and economic issues related to the evaluation of social interventions;
5. Skill in accessing and assessing public databases and research literature as a foundation for evidence-based practice;
6. Skill in designing social intervention research that is sensitive to racial, religious, gender, sexual orientation, social, economic, and other issues of difference; and
7. Ability to apply social work ethics and values to the evaluation of social interventions.

REQUIRED TEXTS:


The required text is available in the UNC Student Stores. Supplemental readings are available on Sakai.

POLICY ON INCOMPLETE OR LATE ASSIGNMENTS: Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the instructor’s discretion. Students will lose five points for each 24-hour period beyond the due date and time (including weekends) for unexcused late assignments. Assignments that are more than 5 days late will not be accepted. A grade of “Incomplete” will be given only in extenuating circumstances and in accordance with School of Social Work and University policy.

POLICY ON ACADEMIC DISHONESTY: Academic dishonesty is contrary to the ethics of the social work profession, is unfair to other students and will not be tolerated in any form. Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that “I have not given or received unauthorized aid in preparing this written work.” In keeping with the UNC 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.

FORMAT FOR WRITTEN WORK: APA format should be used for all written assignments. Students should refer to the Publication Manual of the American Psychological Association (6th ed.) for information on APA format. A self-paced APA tutorial can be found at http://www.lib.unc.edu/instruct/citations/apa/index.html.

ACCESSIBILITY AND RESOURCES SERVICES: The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website http://accessibility.unc.edu, or 919-962-8300 or Email; accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

WRITING SUPPORT: Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style.
Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSW writingsupport@gmail.com. In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: https://ssw.unc.edu/students/writing).

COURSE REQUIREMENTS

A. Quizzes (Value: 30%)
Students will take 10 quizzes covering materials from the previous week. Quiz grades will count for 30% of the total grade. These quizzes will 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.

B. Assignments (Value: 20%)

1. Citi Training (5%): Students are required to complete the CITI online training (https://www.citiprogram.org) and submit the certificate of completion on January 26. This training provides an opportunity to review the history and current standards for ethical research that involve human subjects. It is an online 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 instructor will provide additional guidelines on the first day of class.

2. Article review (10%): Each student will pick one peer-reviewed research article in their area of work and critique the content. The instructor will provide general guidelines for the review. Students will present their review to the class in week 9. Students are expected to type up their review and bring enough hard copies for the class. The instructor will provide templates to guide students.

3. Peer review of preliminary evaluation plan (5%): Students will present their evaluation proposals to preassigned peer groups for feedback. The instructor will provide a form to be completed and shared with peer reviewers.

C. Final Evaluation Project (Value: 40%):
For the final project, students will develop a proposal for an evaluation project related to their field placements. This 7-10 page double-spaced paper is worth 40%. The paper will contain the following: abstract, introduction and literature review, evaluation questions, methods (methodology, design, sampling, measures, data collection, and data analysis strategies), and discussion of strengths, limitations, and potential implications. The instructor will hand out the grading rubric in class.

D. Oral Presentation (Value: 10%):
Most evaluation findings are presented orally to project stakeholders. Students will present a summary of their evaluation proposal to the class in 10 minutes. Through the presentation, students will share the details of their plan, including the purpose, method(s), strengths, limitations, and implications. Students are encouraged to treat this as they would a professional presentation. The use of PowerPoint slides is required.
### GRADING

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<td>Quizzes</td>
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<td>Assignments</td>
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<td>Evaluation Proposal</td>
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# COURSE OUTLINE AND READINGS

## Class 1
**January 23**

- **Topics**
  - Course Overview
  - Introduction to Evaluation of Social Interventions and Evidence-Based Practice

- **Readings**
  - Rubin and Babbie – Chapters 1 & 2

## Class 2
**January 30**

- **Topic**
  - Ethics and Human Subjects Protection

- **Required Readings**
  - CITI training online
    - (www.citiprogram.org; See Sakai for instruction sheet)
  - Rubin and Babbie – Chapters 5 & 6

- **Supplemental Readings:**

## Class 3
**February 6**

- **Topics**
  - Developing Research Questions and Hypotheses
  - Logic Models

- **Readings**
  - Rubin and Babbie – Chapters 7 & 14 (pp. 291-292)
  - SRI-Sierra Evaluation Guide: Chapter 5
  - W.K. Kellogg Foundation Logic Model Development Guide
    - (http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf)

- **Supplemental Readings:**


- **Assignments Due:**
  - Quiz 1
  - Homework: CITI Training Certificate of Completion (Research Ethics Training: [www.citiprogram.org](http://www.citiprogram.org))

**Class 4**

February 13

- **Topics:**
  - Program Evaluation Types

- **Required Readings:**
  - Rubin and Babbie – Chapter 14

- **Supplemental Readings:**

- **Assignment Due:**
  - Quiz 2
Class 5
February 20
- **Topics**
  o Research and Evaluation Designs

- **Readings:**
  o Rubin and Babbie – Chapters 12 & 13

- **Supplemental Readings:**

- **Assignment Due:**
  o Quiz 3

Class 6
February 27
- **Topics**
  o Measurement
  o Instrument Development

- **Required Readings:**
  o Rubin and Babbie – Chapters 8 & 9

- **Supplemental Readings:**
Assignment Due:
  - Quiz 4

Class 7
March 6
- Topics:
  - Sampling
  - Internal and External Validity

- Required Readings:
  - Rubin and Babbie – Chapter 11

- Supplemental Readings:

Assignment Due:
  - Quiz 5

Class 8
March 20
- Topics:
  - Data collection

- Required Readings:
  - Rubin and Babbie – Chapter 10

- Supplemental Readings:

Assignment Due:
  - Quiz 6

Class 9
March 27
- Quiz 7
- Article Review Week
- **Peer Review of Evaluation Plan**

**Class 10**  
April 3  
- **Topics:**  
  - Qualitative Research  
  - Overview of other Analytical Approaches to Evaluation  
- **Required Readings:**  
  - Ruben and Babbie – Chapters 15, 16, & 18  
- **Supplemental Readings:**  
- **Assignment Due:**  
  - Quiz 8

**Class 11**  
April 10  
- **Topic:**  
  - Quantitative Data Analysis I  
    - Data Management  
    - Univariate Statistics  
    - Graphical Presentation of Results  
- **Readings:**  
  - Ruben and Babbie – Chapter 17  
  - Handouts to be assigned  
- **Assignment Due:**  
  - Quiz 9

**Class 12**  
April 17  
- **Topic:**  
  - Quantitative Data Analysis II  
    - Bivariate Inferential Statistics (T-Test, Correlation, Chi-Square, ANOVA)  
- **Readings:**  
  - Handouts to be assigned  
- **Assignment Due:**  
  - Quiz 10

**Class 13**  
April 24  
- **Student Presentations**  
- **Final Paper Due**