FOUNDATIONS FOR EVIDENCE-BASED PRACTICE
The University of North Carolina at Chapel Hill
School of Social Work

Course: SOWO 510: FOUNDATIONS FOR EVIDENCE-BASED PRACTICE
Semester: Spring, 2013
Course website: SOWO 510 course site [https://sakai.unc.edu/portal]

Course Section: 595
Location and Time: Tate-Turner-Kuralt 2:00-4:30
Instructor: Dennis K. Orthner, Ph.D. Professor
           School of Social Work
           Office: 524H
           Phone: 919-247-4399
           Email: Orthner@unc.edu
           Office Hours: Fridays 12:00-2:00

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:
Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. All written assignments should include the following signed pledge: “I have neither given nor received unauthorized aid in preparing this written work.”

Teaching Methods and Accountability:
SOWO 510 is a hybrid/blended class that includes a combination of in-person class sessions and online lessons. Students are expected to meet for class as the syllabus outlines as well as complete all online activities. Most in-class sessions will include class discussion of critical content issues/questions and skill-building activities.

Assignment Guidelines:
All written assignments must be typed and follow APA format. Several writing resources are posted on the website. Students should also refer to the following:
- Note: You can find a self-paced tutorial for APA style at [http://www.lib.unc.edu/instruct/citations/?page=apa_sample](http://www.lib.unc.edu/instruct/citations/?page=apa_sample)

Assignments:

In-class Quizzes:
Most class sessions will include an in-class quiz. The quizzes will test students on online content/materials and the assigned readings for each lesson. The 7 quizzes will occur at the beginning of each class listed in the syllabus and will comprise 28% of your
course grade (4% each). Missed quizzes must be made up through a personal arrangement with the instructor.

**CITI Research with Human Subjects Training:**

Students will complete the online 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 January 25.

**In-Class Labs**

There will be 4 in-class 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 comprise 20% of your overall course grade (5% each) and are each due the week after the in-class activity.

**Final Exam: Evaluation Proposal Paper and Presentation (Paper Due April 19 and 26)**

A proposal for an evaluation project related to your field placement or specific social work interests will be developed by each student. This 10-12 page paper will include the following components: Introduction, Literature Review, Research Questions(s), Methods (evaluation design, study sample, measures) and References. Each student will present a summary of their evaluation to the class in 15 minutes. The paper and brief class presentation are worth 47% of your overall grade. The first half of the paper is due in this class on March 8.

**Assignments and Course Performance Assessment:**

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Quizzes</td>
<td>28%</td>
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<td>CITI training</td>
<td>5%</td>
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<td>Labs in class</td>
<td>20%</td>
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<td>Final Exam Paper</td>
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<td>First section due March 8</td>
<td>15%</td>
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<td>Final paper due April 19 or 26</td>
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<td>Presentation in class</td>
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<td>Course Total</td>
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**Grading System:**

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<th>Points</th>
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**Late Assignments:**

Late assignments are strongly discouraged. In case of a dire, life-threatening emergency, a late assignment may be accepted at the discretion of the instructor. If
permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day (including weekends).

Please note that technical difficulties are not an acceptable excuse for turning in an assignment late. All technical inquiries should be directed to the staff of the SSW Computing Information and Technology Unit (CITU). Please contact Manuel Garcia at megarcia@email.unc.edu or 919-962-6416.

COURSE OUTLINE AND ASSIGNMENTS

PART I: USING EVALUATION TOOLS IN PRACTICE

Week 1, Jan 11: Introduction to This Course

Students will have an in-class session this week

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

Assignments:
To familiarize yourself with the structure and format of the course, please review some of the materials located on the Sakai website for this course. Watch the Orientation video that describes the course, its objectives and structure.

Readings:
Rubin & Babbie: Chapter 1

Week 2, Jan 18: Evaluations of Evidence-Based Practice (Online Lesson 1)

Students will have an in-class session this week

Goal:
By the end of this lesson, the student will be able to explain the contributions of research and evaluation to evidence based practice (EBP) in social work.

Assignments:
Sakai online lesson
In-class quiz on readings and online lesson

Readings:
Rubin & Babbie: Chapters 2, 4 (pp. 50-55), 5, 13 (pp. 230-232; 238-242)
Kellogg Evaluation Handbook: Chapters 1 and 2 (pp. 2-13)
Week 3, Jan 25: Ethics for Research and Evaluation of Evidence-Based Practice (Online Lesson 2)

Students will have an in-class session this week

Goal:
By the end of this lesson, the student will be able to think critically about ethical and cultural issues related to EBP and social work and identify safeguards established to prevent harm to human subjects involved in research and evaluations of practice.

Assignments:
Sakai online lesson
In-class quiz on readings and online lesson
CITI Training Certificate of Completion due

Readings:
Rubin & Babbie: Chapters 16 & 17

PART II: EVALUATING YOUR SOCIAL WORK PRACTICE

Week 4, Feb 1: Program Evaluation - Phase 1: Needs Assessments (Online Lesson 3)

Students will not have an in-class session this week

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

Assignments:
Sakai online lesson
Readings:
Rubin & Babbie: Chapters 9 & 13 (pp. 240-241)

Week 5, Feb 8: Program Evaluation - Phase 2: Process/Formative Evaluations and Cost Benefit/Effectiveness Evaluations (Online Lesson 4)

Students will have an in-class session this week and Lab #1

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:
Sakai online lesson
In-class quiz on readings and online lessons for past 2 weeks
Lab #1

Readings:
Kellogg Evaluation Handbook: Part 2 (pp. 20-27)

Week 6, Feb 15: Evaluation Types - Phase 3: Summative/Outcome and Impact Evaluations (Online Lesson 5)

Students will not have an in-class session this week

Goal:
By the end of this lesson, the student will have a general understanding of how to develop a program logic model and conduct an outcome assessment of their organizations’ target population.
Assignments:
Online lesson

Readings:
Rubin & Babbie: Chapter 4 (pp. 55-59)
Kellogg Evaluation Handbook: Part 2 (pp. 28-46)

Week 7, Feb 22: Evaluation Design (Online Lesson 6)
Students will have an in-class session this week and Lab #2

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

Assignments:
Online lesson
In-class quiz on readings and online lessons for past 2 weeks
Lab #2

Readings:
Rubin & Babbie: Chapters 3, 11, 12 & 13 (pp. 233-238)

Week 8, March 1: Sampling Strategies (Online Lesson 7)
Students will not have an in-class session this week

Goal:
By the end of the lesson, students will understand the advantages and disadvantages of various sampling designs and how to select an appropriate design for an evaluation in their area of practice.

Assignments:
Online lesson
**Week 9, March 8: Measurement Issues in Evaluation (Online Lesson 8)**

Students will have an in-class session this week and Lab #3

**Goal:**
By the end of the lesson, students will be able to understand how to measure program outcomes, identify and critically evaluate the quality of measures, and describe ethical and cultural issues related to measurement

**Assignments:**
- Online lesson
- In-class quiz on readings and online lessons for past 2 weeks
- Lab #3
- First half of final paper due (intro, lit review, evaluation question)

**Readings:**
- Rubin & Babbie: Chapters 6, 7 and 18 (pp. 324-325)
- SRI-Sierra Evaluation Guide: Chapter 3 (pp. 13-19)

**Week 10, March 15: Spring Break - No class**

**Week 11, March 22: Questionnaire Development (Online Lesson 9)**

Students will have an in-class session this week and Lab #4

**Goal:**
By the end of the lesson, students will be able to understand how to develop questions and questionnaires necessary for data collection

**Assignments:**
- Online lesson
- In-class quiz on readings and online lesson
- Lab #4
Readings:
Rubin & Babbie: Chapters 8
Kellogg Evaluation Handbook: Chapter 5 (pp. 69-81)
SRI-Sierra Evaluation Guide: Chapter 9 (pp. 67-78)

Week 12, March 29: Holiday - No class

Week 13, April 5: Presenting Evaluation Proposals (online Lesson 10)

Students will have an in-class session this week

Goal:
By the end of the lesson, students will understand how to prepare and present proposals to conduct an evaluation of an intervention in an agency or organization within which they are working or supporting. The proposal is designed to improve best practices with that agency or organization

Assignments:
Online lesson
Quiz on readings and online lesson

Readings:
Rubin & Babbie: Appendices A and B
SRI-Sierra Evaluation Guide: Chapter 11 (pp. 87-104)

Weeks 14 and 15, April 12 and 19: Student Presentations

Students will have an in-class session this week

Goal: By the end of this session students will effectively present evaluation proposals to their peers and describe the potential impact on social work practice. Students will also practice providing feedback to peers on ideas for improving evaluation designs.

Assignments:
Student Presentations and Final Papers due
Peer feedback and evaluation

Readings:
None
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 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 certificate of completion is due at the beginning of class on January 25 and is worth 5% 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 and password for yourself such as your name or email address and complete the rest of the registration information requested on the page in numbers 3-5 (security question and answer, first name and last name, and email address. For questions 6 and 7, please select “no.” For question 8, please respond “yes” or “no” depending on your preference.) Click Submit.

5. Complete the fields requested in “Member Information.” (For Department, type in “Social Work”. For your role in human subject research, click on the Social Worker option. When you are asked whether or not you are affiliated with UNC, please click Affiliated.) Click Submit.

6. When you are asked to select your curriculum (the CITI course you wish to take), please select the first option, “I would like to review the Human Subjects Protection (IRB) modules.” Click Next.

7. Please select the response that applies to you for the question “Have you completed the CITI UNC-Chapel Hill Basic Course?” Click Next.

8. When you are asked to select a group most appropriate to your research activities, please select “Group 2 Social and Behavioral Research.” Click Next.

9. Click “No” to continue with your current selection when asked if you want to add the training requirements for another institution.

10. From here you can select “Enter” and begin the training.

11. You can stop and start as needed. You can also retake any quiz by going back to the same section again.

When you have finished the training, please 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 19 and 26)
For the final exam, students will develop a proposal for an evaluation project related to field placements or a specific social work interest. Each student will present a summary of their evaluation to the class in 15 minutes. This 10-12 page double-spaced paper is worth 40% and brief class presentation 5% 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 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.

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<th>Grading Rubric: Required Components and Points Possible</th>
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<tbody>
<tr>
<td>Intro</td>
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<td>Literature Review</td>
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<td>Research Question(s)</td>
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<td>Methods</td>
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<td>References &amp; Writing</td>
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<td>Total Possible for Paper</td>
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<td>Class Presentation</td>
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