Course: SOWO 510: Foundations for Evidence-Based Practice
Semester: Spring, 2012
Course website: SOWO 510 course site https://sakai.unc.edu/portal
Course Section: 1
Location and Time: Chapel Hill TTK Building Room 101, Fridays 9-11:50 am
Instructor: Susan Snyder Ph.D, MSW, MPA
School of Social Work
Office: TTK Building, Rm. 421B
Phone: 919-962-4372
E-mail: snydersm@email.unc.edu
Office Hours: 12-1pm Fridays, or by appointment

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.

Policies on the use of Electronic Devices in the Classroom:
Use of electronic devices for non-class related activities is prohibited. Cell phones should be turned off or put on vibrate during class. In the event of an emergency phone call please leave the classroom for your call.

Attendance & Participation:
Because the class will generally follow a seminar format, group discussion is critical. Full class participation is possible only when students attend class regularly, arrive promptly with readings completed, and are ready to respond to the subject matter under discussion. When students are ill or have an emergency, notifying the instructor before the class is required. **Students missing or late to 3 (or more) classes may receive an L for the course** because it is impossible to meet the course objectives with that level of absenteeism. Students are responsible for obtaining from their classmates ALL announcements, instructional information, and handouts for each class session they miss.
**Assignment Guidelines:**
All written assignments must be typed and follow APA format. In addition to providing formatting and citation guidelines, APA requires students to avoid slang, to write dispassionately, and to not include contractions. Furthermore, sources for papers should befit a graduate degree. Thus, Wikipedia should not be cited and peer-reviewed journals are preferred. 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:**  
**Online Quizzes:**
Most on-line Sakai lessons include an online quiz. The quizzes will test students on online content/materials and the assigned readings for that lesson. The 7 quizzes comprise 35% of your course grade (5% each), and cannot be made up after the due dates which are listed in the course outline.

- Students will have 1 hour to complete each quiz (10 questions)  
- Quiz questions will be randomly assigned from a question pool  
- You may re-take the quiz one additional time (your highest score will be recorded in Sakai)

**CITI Research with Human Subjects Training (Due February 3):**
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.

**In-Class Labs:**
There will be 4 in-class labs throughout the semester that will provide an opportunity to experience 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 Project: Evaluation Proposal Paper and Presentation (Due April 6 and 13)**
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) and References. The paper is to be e-mailed to the instructor by 9:00AM on April 13. Each student will present a summary of their evaluation to the class in 10 minutes, and answer questions for up to 5 minutes. The paper and brief class presentation is worth 40% of your overall grade.
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>35%</td>
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<tr>
<td>CITI training</td>
<td>5%</td>
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<td>In class labs</td>
<td>20%</td>
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<tr>
<td>Final project</td>
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<td><strong>Course Total</strong></td>
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Grading System:

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<th>Grade</th>
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<tr>
<td>94 – 100</td>
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<td>80 – 93</td>
<td>P</td>
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<td>70 – 79</td>
<td>L</td>
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<tr>
<td>&lt;69</td>
<td>F</td>
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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 or quiz 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 THE EXISTING EVIDENCE BASE IN PRACTICE

Week 1, Jan 13: Introduction to Hybrid Course and Sakai

Students will not 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 on-line materials.

Assignments:
To familiarize yourself with the structure and format of the course, please review some of the materials located in Lesson 1 on the Sakai website (https://sakai.unc.edu/portal). Watch both the Orientation video and the How to Navigate the Course video.

Week 2, Jan 20: Overview of Evidence-Based Practice (Online Lesson Intro. to EBP)

Students will have an in-class session this week
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 (pp. 4-16) and 2 (pp. 20-30)

Week 3, Jan 27: Sources for Evidence-Based Practice (Online Lesson: Research & Ethics)

Students will have an in-class session this week.

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:
Please review the course syllabus, Sakai website, and the course library website (http://www.lib.unc.edu/coursepages/sowo/F09_sowo510/).

Presentation: Angela Bardeen, Behavioral and Social Sciences Librarian

Week 4, Feb 3: Ethics for Research and Evidence-Based Practice (Review Previous Online Lesson)

Students will have an in-class session this week with Lab #1 (Cake Lab).

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
Quiz on EBP & Research and Ethics due
CITI Training Certificate of Completion due

Readings:
Rubin & Babbie: Chapter 4 (pp. 52-63), 15 (pp. 256-271) and 16 (pp. 274-284)
PART II: EVALUATING YOUR SOCIAL WORK PRACTICE

Week 5, Feb 10: Program Evaluation - Phase 1: Needs Assessments (Online Lesson)

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:
Quiz on Needs Assessments due

Readings:
Royse et al.: Chapter 3 (pp. 55-78)
Rubin & Babbie: Chapter 8 (pp. 114-129)

Week 6, Feb 17: Program Evaluation - Phase 2: Process/Formative Evaluations and Cost Benefit/Effectiveness Evaluations (Online Lesson)

Students will have an in-class session this week and Lab #2 (Learning Organization Lab)

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:
Lab #2
Quiz on Process/Formative Evaluations due

Readings:
Royse et al.: Chapters 5 (108-137), 10 (pp. 255-267)
Read webpage (press release) and then view the short video of the project findings.
http://www.highscope.org/Content.asp?ContentId=282
Week 7, Feb 24: Evaluation Types - Phase 3: Summative/Outcome and Impact Evaluations (Online Lesson)

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 conduct an outcome assessment of their organizations’ target population.

**Assignments:**
Quiz on Outcome/Impact evaluations due

**Readings:**
Royse et al.: Chapters 7 (pp. 175-190), 9 (pp. 207-211 only)
Hatry et al.: Steps 1 (pp. 1-30) and 3 (pp. 59-79)

Week 8, March 2: Evaluation Design (Online Lesson)

Students will have an **in-class** session this week and **Lab #3** (Article Review Lab)

**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 on Evaluation Design due
Lab #3

**Readings:**
Royse et al.: Chapter 9 (212-249)
Rubin & Babbie: Chapter 9 (pp. 132-150)

March 9: Have a happy Spring Break 😊 – No class
Week 9, March 16: Measurement & Questionnaire Construction (Online Lesson)

Students will have an in-class session this week and Lab #4 (Survey Development Lab)

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:
- Quizzes on Measurement due
- Lab #4

Readings:
Rubin & Babbie: Chapters 6 (pp. 80-90) and 7 (94-102)
Royce et al. Chapter 12 (pp. 301-315)
Hatry et al.: Steps 4 & 5 (pp. 81-112) Appendix (pp. 150-162)

Week 10, March 23: Forming Logic Models and Theories of Change (Online Lesson)

Students will not have an in-class session this week.

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:
- Quizzes over Logic Models due

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)

Week 11, March 30: Presenting Evaluation Proposals (Online Lesson)

Students will have an in-class session this week.

Goal:
By the end of the lesson, students will be able to understand how to deliver findings from program evaluations so they can be used for program development, how to overcome challenges that come up the evaluation and reporting its findings, and how to sustain evaluation processes.
within the agency so that the program will continue to develop based on scientific evidence.

**Assignments:**
Review on-line lesson, readings, and scan online resource websites and tools

**Readings:**
Royce et al.: Chapter 13 (pp. 317-332) and 15 (pp. 373-391)
Hatry et al.: Step 8 (pp. 129-145)
Rubin & Babbie: Chapter 12 (pp. 200-208)

**April 6: Campus Holiday – No class**

**Week 12, April 13: 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 practice.

**Assignments:**
Student Presentations and Final Papers (e-mail paper to instructor) due
Peer feedback and evaluation

**Readings:**
None

**Week 13, April 20: 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 practice. Students will also practice providing feedback to peers on ideas for improving evaluation designs.

**Assignments:**
Student Presentations and Final Papers (e-mail paper to instructor) 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 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 e-mail 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 (worth 12 points).
For the final project, 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 **10 minutes**, and answer questions for up to 5 minutes. Because class **presentations will be timed** students will need to plan accordingly. The 7-10 page double-spaced paper and brief class presentation is worth 40% 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.

**Grading Rubric: Required Components & Points Possible**

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