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, 2010
Course website: SOWO 510 course site https://sakaipilot.unc.edu/xsl-portal
Location: Room 300
Time: Fridays 9-11:50 am

Instructor: Michal Grinstein-Weiss, Ph.D., MSW., MA
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Office Hours: Friday 12:30-2:00, and by appointment
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Teaching Assistant: Ijeoma Nwabuzor, MSW
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Office Hours: By appointment
Email: nwabuzor@email.unc.edu

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 partially hybrid class and includes three on-line lessons. Students are expected to meet for class as the syllabus outlines as well as complete the online sessions and activities as indicated in the syllabus. 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/apa/index.html](http://www.lib.unc.edu/instruct/citations/apa/index.html)
Assignments:

Online Quizzes
The three on-line Sakai lessons each include an online quiz. The quizzes will test students on online content/materials and the assigned readings for that lesson. The 3 quizzes comprise 15% of your grade (5% each), and cannot be made up after the due dates.
- Students will have 1 hour to complete each quiz (10 questions)
- Quiz questions will be randomly assigned from a question pool

In Class Lab and CITI Research with Human Subjects Training
There will be one in-class lab, as well as an on-line CITI ethics training. The lab and training comprise 10% of your overall course grade (5% each). The lab will provide an opportunity for hands on experience with multiple aspects/components of the research and evaluation processes.

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.

Midterm Exam
The midterm exam will be worth 25% of the final grade. The exam will largely cover the class material and readings. The exam will be made up of true/false, multiple choice, and essay questions. The exam will take place in class on March 5.

Assignment I - Introduction to Evaluation Proposal (Due March 19)
A proposal for an evaluation project related to your field placement or specific social work interests will be developed by each student. The first half of this proposal is included in Assignment I. This 4-5 page paper is worth 15% of your overall grade and will include the following components: Introduction, Literature Review, Research Questions(s), Logic Model and References.

Assignment II: Evaluation Proposal Methods (Due April 27)
A proposal for an evaluation project related to your field placement or specific social work interests will be developed by each student. The second half of this proposal is included in Assignment II. This 5-6 page paper is worth 25% of your overall grade and will include the following components: Methods (Evaluation design, Study sample, Measures, and Data analysis plan/strategy), Discussion and References.

Student presentation (Due Apr. 16 or Apr. 23):
Most evaluation findings are presented orally to project stakeholders. Students will present their evaluation proposal to the class. Through the presentation, students will share the details of their evaluation proposal, including the purpose, evaluation design, study sample, measures, and data analysis plan/strategy and potential implications for practice. This will be 10% of your final grade.
Assignments and Course Performance Assessment:

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<tr>
<th>Assignments</th>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<td>Lab and CITI training</td>
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<td>Midterm exam</td>
<td>25%</td>
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<tr>
<td>Assignment I</td>
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<td>Assignment II</td>
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<tr>
<td>Student presentation</td>
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<td>Course Total</td>
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Grading System:

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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

Session 1, Jan 22: Overview of Sowo 510, Ethics and Evidence-Based Practice

Students will have an *in-class session* this week (Jan 22)

Readings:
Royse et al.: Chapter 1,2 (pp. 1-54)

Rubin & Babbie: Chapter 1 (pp. 4-18) and 15 (pp. 256-272)


**Session 2, Jan 29: Evidence-Based Practice and Needs Assessments**

Students will have an in-class session this week (Jan 29)

**Readings:**
Royse et al.: Chapter 3 (pp. 55-82)

Rubin & Babbie: Chapter 2 (pp. 20-31)


**Session 3, Feb 5: Outcome and Impact Evaluations and Logic Models**

Students will have an in-class session this week (Feb. 5)

**Readings:**
Hatry et al.: Step 1 (pp. 1-58)

Royse et al.: Chapter 9 (pp. 207-211 only)


Session 4, 12: Formative and Process Evaluations

Students will have an in-class session this week (Feb 12)

Assignments:
CITI Training Certificate due

Readings:
Royse et al.: Chapter 5 (pp. 108-140)


Session 5, Feb 19: Designing an Evaluation

Students will not have an in-class session this week (Feb 19)

Assignments:
Quiz available on course website and must be completed prior to the next in class meeting (Feb 26)

Readings:
Royse et al.: Chapter 9 (pp. 212-249)

Rubin & Babbie: Chapter 9 (pp. 132-152)

Session 6, Feb 26: Measurement and Questionnaire Construction

Students will have an in-class session this week (Feb 26)

Assignments:
Online quiz #1 due

Readings:
Hatry et al.: Steps 4 & 5 (pp. 81-112) Appendix (pp. 150-162)
Royse et al.: Chapter 12 (pp. 301-316)
Rubin & Babbie: Chapter 7 (94-102)

Session 7, Mar 5: Midterm

**March 12: Spring Break (no class)

Session 8, Mar 19: Quantitative Methods & Data Analysis

Students will have an in-class session this week (March 19)

Assignment:
Assignment I due

Readings:
Hatry et al.: Step 6 (pp. 113-124)
Royse et al.: Chapter 13 & 14 (pp. 317-372)
Rubin & Babbie: Chapter 6 (pp. 80-92)

Sessions 9, Mar 26: Lab # 1: Quantitative Data Analysis

Students will have an in-class session this week (March 26)

Readings:
Rubin & Babbie: Chapter 17 (pp. 290-301)

**April 2: Good Friday (no class)
Sessions 10 & 11, Apr 2 & Apr 9: Qualitative Data Collection Methods

Students will **not** have an in-class session this week (April 9)

Students must complete 2 online qualitative data analysis sessions prior to April 16

**Readings:**
Royse et al.: Chapter 4 (pp.83-107)

Rubin & Babbie: Chapters 14 (pp. 238-251), 18 (pp. 304-313)

Class 12, Apr 16: Qualitative Data Analysis & Using Evaluation Data for Program Design and Improvements

Students will have an **in-class session** this week (April 16)

**Assignments:**
Online quiz #2 & #3 (over lessons 10 & 11 combined content) due
First group of student presentations

**Readings:**
Hatry et al. (pp. 125-145)

Royse et al.: Chapter 15 (pp. 373-392)


Class 13, Apr 23: Course Wrap-Up and Students Presentations

Students will have an **in-class session** this week (April 23)

**Assignments:**
Second group of student presentations
Assignment II is due April 27
Sowo 510: C. T. I. 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 12 and is worth 5% of your grade.

1. Log onto the C. T. I. 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 (worth 5%).
Assignment I - Introduction to Evaluation Proposal Description

A proposal for an evaluation project related to your field placement or specific social work interests will be developed by each student. The first half of this proposal is included in Assignment I. This 4-5 page paper is worth 15% of your overall grade and will include the following sections: Introduction, Literature Review, Logic Model, Research Question(s), and References. Assignment I is due March 19 and can be emailed to the instructor.

The paper should include the following six components:

1. **Introduction**: The introduction should include a 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. **Logic Model**: Include a logic model to visually depict how the intervention you are evaluating should/will produce change. The logic model can be placed within your paper or attached as an appendix.

4. **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.

5. **References & Writing**: A minimum of eight outside peer reviewed journal articles should be reviewed for this paper. References should be cited in the text and listed in the reference section according to APA guidelines. 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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<td>Intro</td>
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<td>Literature Review</td>
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<td>Logic Model</td>
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<td>References &amp; Writing</td>
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Assignment II: Evaluation Proposal Methods Description

A proposal for an evaluation project related to your field placement or specific social work interests will be developed by each student. The second half of this proposal is included in Assignment II. This 5-6 page paper is worth 25% of your overall grade and will include the following components: Methods (Evaluation design, Study sample, Measures, and Data analysis plan/strategy), Discussion and References. Assignment II is due April 27.

Each paper should include the following sections:
1. **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.
   - **Data analysis plan/strategy**: Please describe how data will be analyzed including specific type of analysis.

2. **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.

3. **References & Writing**: Provide an accurate list of all cited sources in APA format. The paper should be clearly and concisely written and checked for errors prior to submission.

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