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 Sp09 course site https://sakaipilot.unc.edu/xsl-portal

Course Section: 3
Location and Time: Mondays, 9-11:45am
Instructor: Dr. Dennis K Orthner
School of Social Work
Office: TTK Building, Rm. 524H
Phone: 919-962-6512
Email: orthner@unc.edu
Office Hours: 12-2pm Mondays

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 class which includes a combination of in-person class sessions and on-line 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/apa/index.html

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 10 quizzes
comprise 40% of your grade (4% 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
- You may re-take the quiz one additional time (your highest score will be recorded in Sakai)
- Quizzes will cover Lessons 1 & 2, 3, 4, 5, 6, 7, 8, 9 & 10, 11 & 12, 13

**In Class Labs and CITI Research with Human Subjects Training:**

There will be 4 in-class labs throughout the semester, as well as an on-line training that is due in the 2nd Lesson. These labs and training comprise 15% of your overall course grade (3% each). Labs will provide an opportunity for hands on experiences with multiple aspects/components of the research and evaluation processes. The 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.

**Assignment 1 - Introduction to Evaluation Proposal (Due March 1)**

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 1. This 5-6 page double-spaced paper is worth 20% of your overall grade and will include the following components: Introduction, Evaluation questions(s), Intervention description and logic model, Literature review, and References.

**Assignment 2: Evaluation Proposal Methods (Due April 26)**

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 10-12 page paper is worth 25% of your overall grade and will include the following additional components: Updates from paper 1, Methods (Evaluation design, Study sample, Measures, and Data analysis plan/strategy), Conclusions and Implications, Appendix of instruments, and References.

**Assignments and Course Performance Assessment:**

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<th>Assignment</th>
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<tr>
<td>Quizzes</td>
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<td>Labs and CITI training</td>
<td>15%</td>
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<td>Assignment 1</td>
<td>20%</td>
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<td>Assignment 2</td>
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<td><strong>Course Total</strong></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 late or submitting a quiz. 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

Lesson 1: Introduction to Course and Evidence-Based Practice

Students will have an in-class session this week (Jan 11)

Goal:
By the end of this lesson, the student will understand how to proceed with the hybrid course, define evidence based practice (EBP) and authority based practice (ABP), and understand the benefits and challenges of working from an EBP framework.

Assignments:
CITI training certification

Readings:
Rubin & Babbie: Chapter 1 (pp. 4-16) and 2 (pp. 20-30)

Lesson 2: Ethics, Critical Thinking, and Research for Evidence-Based Practice

Students will have an in-class session this week (Jan 25)

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:
Quiz over lessons 1 & 2 combined content
CITI Training Certificate of Completion due
Review 510 weblink: http://www.lib.unc.edu/coursepages/sowo/F09_sowo510/

Readings:
Rubin & Babbie: Chapter 4 (pp. 52-63), 15 (pp. 256-271) and 16 (pp. 274-284)
Royse et al.: Chapter 1 (pp. 1-30)

PART II: EVALUATING YOUR SOCIAL WORK PRACTICE

Lesson 3: Program Evaluation (phase 1: Needs Assessments)
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 available on course website

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

Lesson 4: Program Evaluation (phase 2: Process/Formative Evaluations and Cost Benefit/Effectiveness Evaluations)
Students will have an in-class session this week (Feb 8)

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:
Review all website materials
Quizzes over Lessons 3 and 4 due
In class lab
Lesson 5: Evaluation Types (phase 3: Summative/Outcome and Impact Evaluations)

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 available on class website

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)

Lesson 6: Forming Logic Models and Theories of Change

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

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 Lessons 5 and 6 due
Lesson 7: Designing an Evaluation

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

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 available on course website
Assignment 1 Due

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

Lesson 8: Measurement and Questionnaire Construction

Students will have an in-class session this week (March 15)

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 over Lessons 7 and 8 due
In class lab

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)
Lesson 9: Quantitative Data Analysis (1)
Students will not have an in-class session this week

Goal:
By the end of the lesson students will be able to define how statistical significance impacts research and practice. Students will be able to code data in a meaningful way, interpret descriptive statistics, and describe univariate analysis. Students will also understand statistical results from research should impact social work practice.

Readings:
Royce et al. Chapter 14 (pp. 351-359 & 362-370)
Rubin & Babbie: Chapter 17 (pp. 290-300)

Lesson 10: Quantitative Analysis (2)
Students will have an in-class session this week (March 29)

Goal:
By the end of the lesson, students will be able to describe multivariate analysis and run basic statistical analysis with Microsoft Excel, graphically present findings, and interpret the results.

Assignment:
Quiz over lessons 9 & 10 combined content
In class lab

Readings:
Royse et al.: Chapters 14 (review)
Rubin & Babbie: Chapter 17 (review)
Hatry et al.: Step 6 (pp. 113-124)

Lesson 11: Qualitative Data Collection Methods
Students will not have an in-class session this week

Goal: By the end of this lesson, students will be able to understand how to conduct an evaluation using qualitative methods, including in-person interviews, focus groups and participant observations.

Readings:
Royse et al.: Chapter 4 (pp. 83-104)
Rubin & Babbie: Chapters 9 (pp. 102-110) and 15 (pp. 218-233)
Lesson 12: Qualitative Data Analysis

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

Goal: By the end of this lesson, students will be able to design, conduct and analyze qualitative interview data.

Assignments:
Quiz over lessons 11 & 12 combined content
In class lab

Readings:
Rubin & Babbie: Chapter 18 (pp. 304-312)

Lesson 13: Using Evaluation Data for Program Design and Improvements

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

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:
Quiz over Lesson 13 due

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)