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: 957
Location and Time: Winston Salem, Fridays 9-11:50 am
Instructor: Joelle D. Powers Ph.D, MSW
    School of Social Work
    Office: TTK Building, Rm. 563C
    Phone: 919-843-8686
    Email: jdpowers@email.unc.edu
    Office Hours: 12-1pm Fridays

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 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](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 course 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 CITI ethics training. The 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 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.

**Assignment 1 - Introduction to Evaluation Proposal (Due March 5)**
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 4-5 page paper is worth 20% 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 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 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.

**Assignments and Course Performance Assessment:**

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<th>Assignments</th>
<th>Percentage</th>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Labs and CITI training</td>
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<td>Assignment 1</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

PART I: USING THE EXISTING EVIDENCE BASE IN PRACTICE

Introduction to Hybrid Course and Sakai

Students will not have an in-class session this week (Jan 15)

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://sakaipilot.unc.edu/xsl-portal). Watch both the Orientation video and the How to Navigate the Course video. Also, please review the course syllabus, Sakai website, and the course library website (http://www.lib.unc.edu/coursepages/sowo/F09_sowo510/).

Lesson 1: Overview of Sowo 510 and Evidence-Based Practice

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

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)

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

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

**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 due
CITI Training Certificate of Completion due

**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 (Feb. 5)

**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 website

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

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

**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

**Readings:**
Royse et al.: Chapters 5 (108-137), 10 (pp. 255-267)

**Lesson 5: Evaluation Types (phase 3: Summative/Outcome and Impact Evaluations)**

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

**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 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 26)

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

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)

Lesson 7: Designing an Evaluation

Students will not have an in-class session this week (March 5)

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)
Deckro G., Ballinger K., Hoyt M., Wilcher M., Dusek J., Myers P., Greenberg B.,

**March 12: Spring Break (no class)**

Lesson 8: Measurement and Questionnaire Construction

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

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)

Lessons 9 and 10: Quantitative Data Analysis
Students will have an in-class session this week (March 26)

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 how statistical results from research should impact social work practice. Additionally, 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 (due April 2)
In class lab (due by April 2)

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

**April 2: Good Friday (no class)**

Lesson 11 and 12: Qualitative Data Collection Methods
Students will have an in-class session this week (April 9)

Goal: By the end of these lessons, students will understand how to conduct an evaluation using qualitative methods, including in-person interviews, focus groups and participant observations. Additionally students will be able to design, conduct and analyze qualitative interview data.

Assignments:
Quiz over lessons 11 & 12 combined content due
In class lab
Readings:
Royse et al.: Chapter 4 (pp. 83-104)
Rubin & Babbie: Chapters 9 (pp. 102-110) and 15 (pp. 218-233)
Rubin & Babbie: Chapter 18 (pp. 304-312)

Lesson 13: Using Evaluation Data for Program Design and Improvements

Students will not have an in-class session this week (April 16)

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)

Optional Review Session

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

Goal:
To provide additional review over any course content and additional assistance in preparing your research proposal.
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 January 29 and is worth 3% 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 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 3 points).
Assignment 1 - 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 1. This 4-5 page paper is worth 20% of your overall grade and will include the following sections: Introduction, Literature Review, Logic Model, Research Questions(s), and References. Assignment 1 is due March 5 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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<tbody>
<tr>
<td>Intro</td>
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<tr>
<td>Literature Review</td>
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<td>Logic Model</td>
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<td>Research Question(s)</td>
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<td>References &amp; Writing</td>
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<td>Total Possible</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 25. 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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<tr>
<td><strong>Methods</strong></td>
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