COURSE NUMBER: SOWO 510: Section 002  
COURSE TITLE: Foundations for Evidence-Based Practice  
SEMESTER: Spring 2010  
DAY/TIME: Monday 9:00 - 11:50 am  
COURSE WEBSITE: https://sakaipilot.unc.edu/xsl-portal  
INSTRUCTOR: Laurie Selz Campbell, MS, CPRP  
Office: TTK Room 356 (in the DDTI suite)  
(919) 843-6394  lauriesc@unc.edu  
OFFICE HOURS: Mondays 12:00 – 1:30 and by appointment, phone, or email.  
On online class days I will be available from 11:00 – 1:00  

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 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:  

Additional assigned articles are available on Sakai or through UNC libraries databases.

**TEACHING METHODS AND ACCOUNTABILITY:**
SOWO 510 is a hybrid class which includes a combination of in-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:**
I expect that we will all be invested in creating a learning environment of respect and engagement. I welcome the use of laptops in class for taking notes or completing small group tasks. However, I ask that you use them *only* for relevant activities – not for checking email or surfing the Web. During class, cell phones and other devices should be muted.

**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.” In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. Please refer to the *APA Style Guide* for information on attribution of quotes, plagiarism, and appropriate citation.

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**
Late assignments are strongly discouraged, but may be accepted in some cases. All assignments are due at the *beginning* of class on the day noted. You must contact me prior to a due date if you would like to request an extension, or you will lose 10% of the assignment’s points per day (including weekends and the date on which the assignment was due, if submitted after the beginning of class). Incompletes may be granted if (a) there are extreme and unforeseeable circumstances that affect your
ability to complete the semester's work, and (b) you meet with me in advance to develop a plan and timeline for completing your work.

**ASSIGNMENT GUIDELINES:**
All written assignments must be typed and follow APA format. Several writing resources are posted on the SSW website. You can also refer to the APA Publication Manual (6th edition), and to a tutorial on APA style at [http://www.lib.unc.edu/instruct/citations/apa/index.html](http://www.lib.unc.edu/instruct/citations/apa/index.html).

**ASSIGNMENT DESCRIPTIONS:**
Brief descriptions of the course assignments are below. Detailed information, guidelines, resources, and rubrics will be provided as well.

**Online Quizzes**
Each Sakai lesson includes online assessment questions that focus on mastery of the online content and the assigned readings for that lesson. While there are 13 Sakai lessons, there are only 10 quizzes, as 3 of them cover more than one lesson. Each quiz will have 10 questions, and you will have 1 hour after beginning to answer them. You are free to refer to readings or learning objects during the quiz. Questions will be drawn randomly from a question pool; you may re-take the quiz one additional time (your highest score will be recorded in Sakai). Any technical inquiries should be directed to the SSW Computing Information & Technology Unit (CITU). Please contact Manuel Garcia at megarcia@email.unc.edu or 919-962-6416.

**Human Research Ethics Training**
This training is available on UNC’s IRB (Institutional Review Board) website. It is the basic research ethics training that all researchers at the university must complete, and provides an overview of historical and current standards for ethical research with human subjects. After completing the training, you will be directed to a page containing a certificate of completion. You will print out this page and hand it in to signify completion of the assignment.

**Literature Review Exercise**
This assignment will guide you through the process of evaluating the evidence related to an intervention of interest to you, and of developing a brief literature review that summarizes your findings.

**Microsoft Excel Exercise**
This in-class exercise will guide you through some of the basics of data analysis and display using Microsoft Excel.

**Qualitative Research Exercise**
This in-class exercise will guide you through a process of qualitative data collection and analysis.
**Evaluation Proposal**

For this assignment, you will design a *concise* (no more than 10 double spaced pages plus references and appendices) evaluation proposal specific to your field placement or work setting. The proposal will include a logic model, rationale and literature summary; you will discuss strategies for sampling, instrumentation, and data collection; and you will provide a general plan for analyzing and presenting your data. A detailed guide will be provided. Periodically (2 times) during the semester, you will be asked to complete worksheets related to selected aspects of the proposal. You will not be graded on these, but I will review them and provide detailed feedback that will be useful as you complete the final product.

**Summary of Course Evaluation Components and Grading Scale:**
Grades will be assigned based on the following components and weights:

- Quizzes (10 x 4 points each) 40
- Research Ethics Training 5
- Literature Review Exercise 15
- Excel Exercise 5
- Qualitative Research Exercise 5
- Evaluation Proposal 30
- **Total** 100

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>94 - 100</td>
</tr>
<tr>
<td>P</td>
<td>80 - 93</td>
</tr>
<tr>
<td>L</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>
# COURSE OUTLINE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date &amp; Format</th>
<th>Topics &amp; Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11 In-Class</td>
<td>Introduction to Course and Evidence-Based Practice</td>
<td></td>
</tr>
<tr>
<td>Jan 18</td>
<td>No class – MLK Day</td>
<td></td>
</tr>
</tbody>
</table>
| Jan 25 In-Class | Ethics, Critical Thinking, & Research for Evidence-Based Practice  
- Sakai: Lessons 1 & 2 | Lesson 1/2 Quiz  
Human Research Ethics Training Certificate |
|               | **Text Readings:**  
Royse:  
Chapter 2: Ethical Issues in Program Evaluation  
Rubin & Babbie:  
Chapter 1: Why Study Research?  
Chapter 2: Evidence-Based Practice  
Chapter 15: Ethical Issues  
Chapter 16: Culturally Competent Research |  |
|               | **Additional Readings:**  
| Feb 1 In-Class | Finding, Evaluating, & Describing Research Evidence |  |
|               | **Text Readings:**  
Rubin & Babbie:  
Chapter 4: Reviewing Literature & Developing Questions |  |
|               | **Additional Readings:**  
| Feb 8 Online | Program Evaluation (Overview & Phase 1: Needs Assessments)  
- Sakai: Lesson 3 |  |
|               | **Text Readings:**  
Royse:  
Chapter 1: Introduction  
Chapter 13: Pragmatic Issues  
Chapter 3: Needs Assessment  
Rubin & Babbie:  
Chapter 8: Surveys  
Chapter 12: Program Evaluation |  |

Continued on next page
<table>
<thead>
<tr>
<th>Date &amp; Format</th>
<th>Topics &amp; Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Feb 15 In-Class | **Program Evaluation (Phase 2: Process & Cost Benefit Evaluations)**  
- **Text Readings:**  
  Royse:  
  - Chapter 5: Formative & Process Evaluation (pp. 108-137)  
  - Chapter 10: Cost Effectiveness & Cost Analysis (pp. 255-267)  
Intervention Literature Review  
Exercise Due |
| Feb 22 Online | **Evaluation Types (Phase 3: Outcome and Impact Evaluations)**  
- **Text Readings:**  
  Royse:  
  - Chapter 7: Client Satisfaction  
  - Chapter 9: Group Research Designs (pp. 207-211 only)  
  Hatry et al: Steps 1 (pp 1-30) and 3 (pp. 59-79)  
Proposal Question Worksheet |
| Mar 1 In-Class | **Logic Models and Theories of Change**  
- **Text Readings:** Hatry et al: Step 2 (pp. 31-55) | Continued on next page |
<table>
<thead>
<tr>
<th>Date &amp; Format</th>
<th>Topics &amp; Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 1 Continued</td>
<td>Rubin &amp; Babbie: Chapter 3: Factors Influencing the Research Process</td>
<td></td>
</tr>
<tr>
<td>Mar 8</td>
<td><strong>Happy Spring!!</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Mar 15 Online | **Designing an Evaluation**  
- Sakai: Lesson 7 |  |
| | **Text Readings:**  
Royse et al:  
- Chapter 8: Sampling  
- Chapter 9: Group Research Designs  
Rubin & Babbie:  
- Chapter 9: Sampling (pp. 132-145 only) |  |
| Mar 22 In-Class | **Measurement and Questionnaire Construction**  
- Sakai: Lesson 8 | Lessons 7 & 8 Quizzes |
| | **Text Readings:**  
Hatry et al.: Steps 4 & 5 (pp. 81-112) Appendix (pp. 150-162)  
Royse:  
- Chapter 11: Measurement  
- Chapter 12: Illustrations of Instruments  
Rubin & Babbie:  
- Chapter 6: Measurement  
- Chapter 7: Measurement Instruments (94-102 only) |  |
| Mar 29 Online | **Quantitative Data Analysis (1)**  
- Sakai: Lesson 9 |  |
| | **Text Readings:**  
Royse:  
- Chapter 14: Data Analysis (pp. 351-359 & 362-370)  
Rubin & Babbie:  
- Chapter 17: Quantitative Data Analysis |  |
| Apr 5 In-Class | **Quantitative Analysis (2): In-class Excel Exercise**  
- Sakai: Lesson 10 | Lesson 9/10 Quiz Methodology Worksheet |
| | **Text Readings:**  
Hatry et al.: Step 6 (pp. 113-124) |  |
<table>
<thead>
<tr>
<th>Date &amp; Format</th>
<th>Topics &amp; Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Apr 12 Online | Qualitative Data Collection Methods  
- Sakai: Lesson 12  
**Readings:**  
Royse et al:  
Chapter 4: Qualitative & Mixed Methods  
Rubin & Babbie:  
Chapter 7: Qualitative Instruments (pp. 102-110 only)  
Chapter 9: Qualitative Sampling (pp. 146-150 only)  
Chapter 13: Additional Methods (pp. 218-233 only)  
**Additional Readings:**  
| Apr 19 In-Class | Qualitative Data Analysis: In-class qualitative research exercise  
- Sakai: Lesson 12  
**Text Readings:**  
Rubin & Babbie:  
Chapter 18: Qualitative Data Analysis (pp. 304-312)  
**Additional Readings:**  
Retrieved November 4, 2009 from,  
| Apr 26 In-Class | Using Evaluation Data for Program Design and Improvements  
**Readings:**  
Royse et al.: Chapter 15: Writing Proposals, Reports, Articles (pp. 373-391)  
Hatry et al.: Step 8 (pp. 129-145) | Lesson 13 Quiz |
| April 30 No Class | Evaluation Proposal Due via email by 5:00 pm |
Detailed Assignment Description: Human Research Ethics Training
Due: January 25
5% of 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.
Detailed Assignment Description: Intervention Literature Review Exercise
Due: February 15
15% of Grade

This assignment includes (1) Intervention Review Worksheets for 3 studies (see worksheet on next page), and (2) the literature review described below. The review should not be more than 3-4 pages, double-spaced. Points will be based on (a) thoroughness – answering all of the questions – and (b) thoughtful and insightful discussion.

I. Description of the Intervention:
10 points

What is the intervention? Provide a brief description of the intervention, and populations or issues for which is designed.

II. Discussion of Evidence:
45 points: 3 worksheets at 10 points each and 15 points for summary below

a. What populations were studied? Are any subgroups notably missing? Why might this be? Given what you know about the samples, is there anything that might cause you to be cautious about generalizing the study findings?

b. What methods were used? Consider sampling strategies, instruments, and recruitment/data collection procedures. What do you think might be the strengths or limitations of these methods? Given what you know, is there anything that might cause you to be cautious about the validity of the findings?

III. Synthesis:
30 points

a. What were the major findings (confirming AND disconfirming)?
b. Given the 3 studies that you reviewed, where do you think this intervention might “fit” in the hierarchy of evidence that we discussed in class? Why?
c. What additional research would you like to see? Be as specific as you can about research questions and/or populations that should be studied.

IV. Quality of writing:
15 points

This includes proper use of APA style, freedom from grammar and spelling errors, scholarly writing style, and clarity of expression.
### SOWO 510: Intervention Review Worksheet
Note: Complete 1 worksheet for EACH study reviewed

**Citation:**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Your Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Purpose &amp; Overall Design</strong></td>
<td>Purpose/Hypothesis:</td>
</tr>
<tr>
<td></td>
<td>❑ Non-experimental or survey ❑ Single group/pre-post ❑ Quasi-experimental ❑ Experimental</td>
</tr>
<tr>
<td><strong>Type of Sample</strong></td>
<td>❑ Random ❑ Non-random</td>
</tr>
<tr>
<td></td>
<td>Criteria for inclusion in the sample:</td>
</tr>
<tr>
<td></td>
<td>Can you think of any <strong>relevant</strong> groups who might have been excluded?</td>
</tr>
<tr>
<td><strong>Recruitment, Data Collection, Instruments</strong></td>
<td>Summary of participant recruitment:</td>
</tr>
<tr>
<td></td>
<td>Instruments used:</td>
</tr>
<tr>
<td></td>
<td>Summary of data collection process:</td>
</tr>
<tr>
<td></td>
<td>Can you think of any biases that have occurred based on the above issues?</td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>Summarize the findings (in plain English!!):</td>
</tr>
<tr>
<td><strong>Interpretation &amp; Discussion</strong></td>
<td>Summarize key points that the authors addressed in the discussion. Did they identify the strengths &amp; limitations of the study? Can you think of any others?</td>
</tr>
<tr>
<td></td>
<td>Do the conclusions seem supported by the data? Can you suggest any alternatives?</td>
</tr>
<tr>
<td></td>
<td>Are there ways that you might improve on the study? How?</td>
</tr>
</tbody>
</table>
The goal of this assignment is to develop an integrated proposal for a needs assessment, process evaluation, or outcome evaluation in your agency or community. The proposal will include a justification for the evaluation, methods to be implemented, and anticipated benefits. The following is a detailed outline of the questions and topic areas to be addressed. Pages are approximate, but note that the entire document (not including references or appendices) *may not exceed 10 double-spaced pages.*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points &amp; Pages</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>½ - 1 page</td>
<td>Description of agency, population served, &amp; program on which you are focusing</td>
</tr>
<tr>
<td>Evaluation Question</td>
<td>½ page</td>
<td>• Statement of evaluation question</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>• Rationale:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Why is it timely or relevant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. What valuable information will be gained?</td>
</tr>
<tr>
<td>Logic Model</td>
<td>½ - 1 page</td>
<td>Model describing the “pathway” to change on which your evaluation is based</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Overview of Literature</td>
<td>2-3 pages</td>
<td>• Existing literature &amp; major findings</td>
</tr>
<tr>
<td></td>
<td>20 points</td>
<td>• Strengths &amp; limitations of current literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applicability to your setting/population</td>
</tr>
<tr>
<td>Evaluation Design</td>
<td>½ - 1 page</td>
<td>What is your overall study design?</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td>a. Groups studied &amp;/or compared</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Key independent/dependent variables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Qualitative dimensions assessed (if applicable)</td>
</tr>
<tr>
<td>Sample</td>
<td>½ page</td>
<td>• What kind of sample do you propose?</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td>• Who will be included? Who will be excluded? (Here you will address demographic &amp; other characteristics of your sample)</td>
</tr>
<tr>
<td>Participant</td>
<td>½ - 1 page</td>
<td>• How will you reach out to participants?</td>
</tr>
<tr>
<td>Recruitment</td>
<td>5 points</td>
<td>• How can you ensure inclusion of all relevant participants?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Are there any subgroups that might be especially challenging to reach? What efforts can you make to include them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. What incentives (if any) will you offer?</td>
</tr>
<tr>
<td>Data Collection</td>
<td>1 page</td>
<td>• What will be the logistics of data collection (when, where, who)?</td>
</tr>
</tbody>
</table>
|                        | 10 points      | • Do your methods pose any potential challenges for participants (i.e. literacy, language, cultural issues, privacy, comfort, interpersonal dynamics)? How might you address these?
<table>
<thead>
<tr>
<th><strong>Topic</strong></th>
<th><strong>Points &amp; Pages</strong></th>
<th><strong>Content</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruments</td>
<td>½ page</td>
<td><strong>If you are using an existing scale or interview protocol:</strong> Indicate why you chose this instrument, including validity &amp; reliability, as well as appropriateness for your population.</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td><strong>If you are designing your own scale or interview protocol:</strong> Indicate your rationale, &amp; describe your steps to ensure quality (validity, reliability, appropriateness for your population).</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>½ - 1 page</td>
<td>• What descriptive data or statistical analyses (if relevant) will you generate?</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>• What coding schemes or other qualitative analysis strategies will you use (if relevant)?</td>
</tr>
<tr>
<td>Data Display</td>
<td>½ page</td>
<td>• How will your data be displayed or organized?</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>½ - 1 page</td>
<td>• Overview of strengths &amp; limitations of the proposed evaluation</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td>• Potential uses for program improvement</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
<td>• Include copies of instruments OR a sample of questions if you are designing your own instrument</td>
</tr>
</tbody>
</table>