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: 959
Location and Time: Tate Turner Kuralt, Rm. 102, Fridays 9-11:50 am
Instructor: Mark F. Testa
  School of Social Work
  Office: Tate Turner Kuralt, Rm. 524C
  Phone: 919-962-6496
  Email: mtesta@unc.edu
  Office Hours: 12-2pm 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 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
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 CITI ethics 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 CITI Research with Human Subjects Training provides an opportunity to review historical and current standards for ethical research that involves human subjects (see Attachment I). 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 5-6 double-spaced page paper is worth 20% of your overall grade and will include the following components: evaluation question, problem statement, intervention description, research review, logic model, and references (see Attachment II).

**Assignment II: Evaluation Proposal Methods (Due April 23)**
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 double-spaced page paper is worth 25% of your overall grade and will include the following components: updates from paper 1, evaluation design, study sample, participant recruitment, instrument, data analysis plan, data display plan, conclusion and implications, references and appendix of instruments (see Attachment III).

**Assignments and Course Performance Assessment:**

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<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>40%</td>
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<td>Labs and CITI training</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 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 watch both the Orientation Video and the How to Navigate the Course Video located under Lesson 1 on the Sakai website (https://sakaipilot.unc.edu/xsl-portal). Also, please review the course syllabus, Sakai website, and the course library website (http://www.lib.unc.edu/coursepages/sowo/F09_sowo510/).

Quiz over Lessons 1 and 2 combined will be available for viewing on the afternoon of the 15th.

**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 and 2 combined content due (before midnight January 28)
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:
Quizzes over Lessons 3 and 4 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 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 (112-137), 10 (pp. 255-267)
The Perry Preschool Project (2009). Long-term study of adults who received high-quality early childhood care and education shows economic and social gains, less crime. Read webpage and then view the short video of the project findings. http://www.highscope.org/Content.asp?ContentId=282

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:
Quizzes over Lessons 5 and 6 available on course 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)
Deckro G., Ballinger K., Hoyt M., Wilcher M., Dusek J., Myers P., Greenberg B.,


### 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 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:**
Quizzes over Lessons 7 and 8 available on course website
Assignment 1 due

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

**March 12: Spring Break (no class)**
Lesson 8: Measurement and Questionnaire Construction
Students will **not** 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

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

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

**Assignments:**
Quiz over Lessons 9 and 10 combined content available on course website.  
In class lab

**Readings:**
Royce et al. Chapter 14 (pp. 341-360)  
Rubin & Babbie: Chapter 17 (pp. 290-294)  
In class lab

Lesson 10: Quantitative Data Analysis (2)
Students will **not** have an in-class session this week (**April 2: Good Friday**)

**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 interpret descriptive statistics and describe multivariate analysis. Students will also understand statistical results from research should impact social work practice.

**Assignment:**
Quiz over lessons 9 and 10 combined content due
**Readings:**
Royse et al.: Chapter 14 (pp. 362-367)
Rubin & Babbie: Chapter 17 (pp. 294-300)
Hatry et al.: Step 6 (pp. 113-124)

**Lesson 11: Qualitative Data Collection Methods**
Students will **not** have an in-class session this week (April 9)

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

**Assignments:**
Quiz over Lessons 11 and 12 combined content available on course website

**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 16)

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

**Assignments:**
Quiz over Lessons 11 and 12 combined content due
Quiz over Lesson 13 available on course website
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 23)

**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)