

# UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



## SCHOOL OF SOCIAL WORK

**Course Number:** SOWO 510-003  
**Course Title:** Evidence-Based Practice and Program Evaluation  
**Semester:** Spring 2021  
**Time:** Tuesday 9:00 – 11:50 AM  
**Zoom Meeting URL:** <https://zoom.us/j/95816156204?pwd=WjFSQ2lDMmhtaXdmK2l2YWZRNm9DQT09>

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### 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:

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;
7. Knowledge of the practical, political, and economic issues related to the evaluation of social interventions

### **REQUIRED TEXTS**

Rubin, R. & Babbie, E. R. (2016). *Essential research methods for social work*. (4th ed.) Boston, MA: Cengage Learning. ISBN-13: 978-1305101685; ISBN-10: 9781305101685

The required text is available in the UNC Student Stores. Additional readings will be posted on [Sakai](#) or will be available through the [UNC-CH Library electronic databases](#).

### **POLICY ON INCOMPLETE OR LATE ASSIGNMENTS**

Late assignments are strongly discouraged. In case of an emergency, a late assignment may be accepted at the discretion of the instructor. To obtain permission to submit an assignment after the deadline, the student must seek approval from the instructor at least 24 hours before an assignment is due. Permission for late assignments will only be granted in extreme circumstances (e.g., family emergency, severe illness). If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 15%, and another 15% reduction will occur each day, including weekends. Avoid having last-minute computer or printing failures prevent you from turning papers in on time. Assignments that are more than 3 days late will not be accepted. A grade of "Incomplete" will be given only in extenuating circumstances and in accordance with School of Social Work and University policy.

### **POLICY ON ACADEMIC DISHONESTY**

Academic dishonesty is contrary to the ethics of the social work profession, is unfair to other students and will not be tolerated in any form. Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that "*I have not given or 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.

### **FORMAT FOR WRITTEN WORK**

APA format should be used for all written assignments. Students should refer to the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)* for information on APA format. Information on APA can be found at <http://hsl.lib.unc.edu/tutorials/apastyle>

### **ACCESSIBILITY AND RESOURCES SERVICES**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and

Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

### **WRITING SUPPORT**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com). In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

### **USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

We are all invested in creating a learning environment of respect and engagement. Students may use laptops in class for taking notes or completing small group tasks. However, use them *only* for relevant activities – not for checking email or surfing the Web. During class, cell phones and other devices should be turned off.

### **ATTENDANCE, TARDINESS, AND PARTICIPATION**

A critical component of learning and creating a learning environment is thoughtful participation in class discussion. This will require class attendance. If you are not in class (absent or late), you are not participating. Attendance at all class sessions is expected. If you are not able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, information about announcements, etc., from your classmates if you cannot attend a class. Students who miss two or more classes may receive an "L" for the course because it is impossible to meet course requirements for learning objectives with that level of absenteeism. Further, students are expected to be on time for class. Tardiness is particularly disruptive in this course because quizzes are given at the beginning of each class. Students who are more than 5 minutes late to class will not be able to take the quiz that day. **To fully participate in and benefit from each class session, students should complete the required readings and any asynchronous assignments/quizzes before class and come to class prepared to discuss them.**

### **COMMUNITY STANDARDS IN OUR COURSES AND MASK USE**

This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized

accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

## COURSE REQUIREMENTS

### A. Quizzes (35%)

Eight short quizzes will be given regarding course concepts. These quizzes are based on the required weekly readings and asynchronous class material and will be due before the synchronous class meeting. Students will be able to drop their lowest quiz grade. RAC Exam: Note that all students are required to take the school reaccreditation exam. Only exam completion (and not exam grades) will be reported to the 510 instructor. Students who complete the required RAC exam in its specified timeframe will be able to drop their lowest quiz grade.

### B. CITI Training (5%)

Students are required to complete the CITI online training (<https://www.citiprogram.org>) and submit the certificate of completion to receive credit. This training provides an opportunity to review the history and current ethical research standards that involve human subjects. The online training is 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. Students will have to submit the certificate of completion to earn credits for this assignment. The instructor will provide additional guidelines on the first day of class.

### C. Evaluation Project (35%)

An evaluation project (i.e., evaluation proposal) related to each student's field placement or specific interests will be the primary written assignment for this course. The proposal will contain the following sections: (1) Abstract, (2) Introduction and literature review, (3) Evaluation questions and/or hypotheses, (4) Proposed methods (methodology, design, sampling, measures, data collection, and data analysis strategy), and (5) Discussion of strengths, limitations, and potential implications. The instructor will provide additional guidelines in class.

### D. Written Reflections (20%)

Students will have the opportunity to write three short 1-2 page reflection papers. These reflections will integrate and apply course materials.

### E. Course Participation (5%)

Five percent of the course grade will reflect student participation. Grades will be based on attendance, tardiness, and participation in class activities and discussions.

## GRADING SYSTEM

<u>Points</u>	<u>Grade</u>
94 – 100	H
74 – 93	P
70 – 73	L
< 69	F

## COURSE OUTLINE AND READINGS

### Week 1

- January 12
- **Topics**
    - Course Overview
    - Introduction to Evaluation of Social Interventions
    - How do we know things?
    - Evidence-Based Practice Models
  - **Readings**
    - Rubin and Babbie – Chapters 1 & 2

### Week 2 **NO IN-CLASS MEETING**

- January 19
- **Topic**
    - Ethics and Human Subjects Protection (Part 1)
    - **COMPLETE TRAINING ONLINE** ([www.citiprogram.org](http://www.citiprogram.org); See Sakai for instruction sheet)
  - **Assignment Due:**
    - Complete CITI Online Training & Quiz

### Week 3

- January 26
- **Topic**
    - Ethics and Human Subjects Protection (Part 2)
  - **Required Readings**
    - Rubin and Babbie – Chapters 5 & 6
  - **Assignment Due:**
    - Quiz 1

### Week 4

- February 2
- **Topics**
    - Identifying Outcomes and Developing Logic Models
    - Formulating Research Questions and Hypotheses
    - Reviewing the Literature
  - **Readings**
    - Rubin and Babbie – Chapters 7 & 14 (pp. 291-292)
    - W.K. Kellogg Foundation Logic Model Development Guide  
<https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide>
  - **Supplemental Readings:**
    - Farley, T. A. (2016). Asking the right questions: Research of consequence to solve problems of significance. *American Journal of Public Health*, 106(10), 1778-1779.  
<http://dx.doi.org/10.2105/AJPH.2016.303416>
  - **Assignments Due:**
    - Reflection 1

### Week 5

- February 9
- **Topics:**
    - Knowing the Types of Evaluation
    - Understanding the Research Process and Evaluation Cycle

- **Required Readings:**
  - o Rubin and Babbie – Chapter 14
  - o Testa, M. F. (2010). Logic of results-oriented accountability: Populations, interventions, comparisons, and outcomes. In M. F. Test & J. Poertner (Eds.), *Fostering accountability: Using evidence to guide and improve child welfare policy* (pp. 75-100). Oxford University Press: New York. (*Skim entire chapter*)
- **Supplemental Readings:**
  - o Kennedy, A. B., Schenkelberg, M., Moyer, C., Pate, R., & Saunders, R. P. (2017). Process evaluation of a preschool physical activity intervention using web-based delivery. *Evaluation and Program Planning, 60*, 24-36.
- **Assignment Due:**
  - o Quiz 2

### Wellness Day. No Class

February 16

### Week 6

February 23

- **Topics:**
  - o Selecting a Sampling Strategy
  - o Addressing Threats to External Validity
- **Required Readings:**
  - o Rubin and Babbie – Chapter 11
  - o SRI-Sierra Evaluation Guide: Chapter 10 (pp. 81-86) ([http://www.sierrahealth.org/assets/files/other\\_pubs/WDIO-Evaluation-Guide-Book.pdf](http://www.sierrahealth.org/assets/files/other_pubs/WDIO-Evaluation-Guide-Book.pdf))
- **Assignment Due:**
  - o Quiz 3

### Week 7

March 2

- **Topics**
  - o Selecting Research and Evaluation Designs
  - o Addressing Threats to Internal Validity
- **Readings:**
  - o Rubin and Babbie – Chapters 12 & 13
- **Supplemental Readings:**
  - o Chatterji, M. (2016). Causal inferences on the effectiveness of complex social programs: Navigating assumptions, sources of complexity and evaluation design challenges. *Evaluation and Program Planning, 59*, 128-140.
  - o Dennis, M. L., Scott, C. K., & Foss, M. A. (2003). Longitudinal evaluations of substance abuse treatment: Introduction to special issue. *Evaluation and Program Planning, 26*(3), 285-286.
- **Assignment Due:**
  - o Reflection 2

**Week 8**

March 9

- **Topics**
  - Constructing Data Collection Instruments
  - Assessing the Validity and Reliability of Data Collection Instruments
- **Required Readings:**
  - Rubin and Babbie – Chapters 8 & 9
  - SRI-Sierra Evaluation Guide: Chapter 3 (pp. 13-19) & 9 (pp. 67-78) ([http://www.sierrahealth.org/assets/files/other\\_pubs/WDIO-Evaluation-Guide-Book.pdf](http://www.sierrahealth.org/assets/files/other_pubs/WDIO-Evaluation-Guide-Book.pdf))
- **Supplemental Readings:**
  - Rosas, S. R., & Ridings, J. W. (2017). The use of concept mapping in measurement development and evaluation: Application and future directions. *Evaluation and Program Planning*, 60, 265–276
- **Assignment Due:**
  - Quiz 4

**Week 9**

March 16

- **Topic:**
  - Selecting Methods of Data Collection
- **Required Readings:**
  - Rubin and Babbie – Chapter 10
- **Supplemental Readings:**
  - Klinkenberg, W. D., Calsyn, R. J., Morse, G. A., McCudden, S., Richmond, T., Burger, G. K., & Petri, P. (2003). Effect of data collection mode on self-reported sexual and drug using behaviors for persons with severe mental illness. *Evaluation and Program Planning*, 26(3), 275-282.
- **Assignment Due:**
  - Quiz 5

**Week 10**

March 23

- **Topics:**
  - Project Consultation
- **Assignments Due:**
  - Reflection 3

**Week 11**

March 30

- **Topics:**
  - Quantitative Data Analysis I
    - Data Management
    - Univariate Statistics
    - Graphical Presentation of Results
- **Readings:**
  - Rubin and Babbie Ch 17 (17.1-17.4b, 17.6-17.8)
  - Handouts to be assigned
- **Assignment Due:**
  - Quiz 6

### Week 12

April 6

- **Topics:**
  - Quantitative Data Analysis II
    - Bivariate Inferential Statistics (T-Test, Correlation, Chi-Square, One-Way ANOVA)
- **Readings:**
  - Rubin and Babbie Ch 17 (17.1-17.4b, 17.6-17.8)
  - Handouts to be assigned
- **Assignment Due:**
  - Quiz 7
  - School Re-accreditation (RAC) exam (April 5<sup>th</sup>)

### Week 13

April 13

- **Topics:**
  - Project Consultation
- **Assignment Due:**
  - CITI Training Certificate of Completion
  - Quiz 8

### Week 14

April 20

- **Topics:**
    - Conceptualizing and Conducting Qualitative Research
  - **Required Readings:**
    - Ruben and Babbie – Chapters 15 & 18
  - **Supplemental Readings:**
    - Jimenez, E., Waddington, H., Goel, N., Prost, A., Pullin, A., White, H., Lahiri, S., Narain, A., & Bhatia, R. (2018). [\*Mixing and matching: Using qualitative methods to improve quantitative impact evaluations \(IEs\) and systematic reviews \(SRs\) of development outcomes\*](#). CEDIL Inception Paper 5: London
  - **Assignment Due:**
    - Evaluation proposal
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