

FOUNDATIONS FOR EVIDENCE-BASED PRACTICE & PROGRAM EVALUATION

The University of North Carolina at Chapel Hill School of Social Work

Course: SOWO 510: FOUNDATIONS FOR EVIDENCE-BASED PRACTICE AND PROGRAM EVALUATION

Semester: Spring, 2021

Location and Time: Tuesdays at 9-11:50am via Zoom

Course website: SOWO 510 course site <https://sakai.unc.edu/portal>

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Office Hours: Before and after class via Zoom

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.

***NOTE:** Dr. Goings reserves the right to amend the contents of this syllabus during the course. Students will be advised of any changes in a timely manner. This syllabus may not be reproduced without the permission of the instructor.*

Required Text:

Rubin, R. & Babbie, E. R. (2016). *Essential research methods for social work*. (4th ed.) Boston, MA: Cengage Learning. ISBN: 978-1-305-10168-5

The required text is available in the UNC Student Stores and will also be the required text in next year's research course, SOWO 810. Supplemental readings will be available on Sakai or through UNC library electronic databases.

Accessibility and Resources Services:

The UNC School of Social Work aims to create an educational environment that supports the learning needs of all students. UNC 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 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.

Equal Opportunity and Compliance (EOC) Statement:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPS; confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Academic Dishonesty:

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.

Guidelines for Written Assignments:

All written assignments must be typed and follow APA format. Students should refer to the *Publication Manual of the American Psychological Association (6th ed.)* for information on APA format. A self-paced APA tutorial can be found at <http://www.lib.unc.edu/instruct/citations/apa/index.html>.

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 its deadline, the student must seek approval from the instructor at least 24 hours before an assignment is due. If permission for late submission is not granted before breaking a deadline, students will lose five points for each 24-hour period beyond the due date and time (including weekends) for unexcused late assignments. Assignments that are more than 5 days late will not be accepted. Please note that a technical difficulty (e.g., Internet, printing) is not an acceptable excuse for submitting an assignment late. A grade of “Incomplete” will be given only in extenuating circumstances and in accordance with School of Social Work and University policy.

Writing Support:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School of Social Work’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 beyond copyediting. Writing support is available in person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com.

Assignments:**Quizzes:**

Quizzes will occur at the beginning of each class as listed in the syllabus. The 7 quiz grades will be averaged and this final quiz grade will comprise 30% of your total course grade. There are no makeup quizzes. However, the lowest quiz grade will be dropped for students who complete the required reaccreditation exam within its specified timeframe. Each quiz will cover material from the previous week’s lecture and assigned readings. Quizzes will usually consist of true/false, multiple choice, and/or short answer questions. Quizzes will provide ongoing feedback concerning knowledge acquisition and will provide the information necessary to take corrective measures, by both the professor and students, to ensure that adequate learning has occurred.

Labs

Labs provide an opportunity for hands on experiences with multiple components of the research and evaluation process. There will be 4 in-class labs throughout the semester that will be graded. Students should upload labs into Sakai. These graded labs comprise 20% of your overall course grade (5% each).

CITI Research with Human Subjects Training:

Students will complete the online CITI ethics training. 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 the online training. Students should upload the course certificate of completion into Sakai to receive credit. The training is worth 5% of your overall course grade and is due January 19th at 12pm.

Final Project: Evaluation Proposal Paper and Presentation (Paper Due April 27)

A proposal for an evaluation project related to your field placement or specific social work interest(s) will be the primary written assignment for this course. This 7-10 page paper will include the following components: Abstract, Introduction, Literature Review, Research Question(s), Methods & Results (evaluation design, sampling strategy, measures, and data analysis plan), Discussion, and References. Students will present a summary of their evaluation to the class in 7-10 minutes. The paper and brief class presentation are worth 40% of your overall grade. Presentations will occur on April 13th and 20th. The paper is due April 27th at 12pm and should be uploaded into Sakai.

Course Attendance & Participation: We will be covering a great deal of information in class. Attendance at all class sessions is expected. When students are ill or have an emergency, notifying the instructor before the class is expected. Students are responsible for obtaining from their classmates ALL announcements, instructional information, and handouts for each class session they miss. Five percent of the course grade will reflect student participation. Participation grades will be based on attendance, tardiness, and participation in class discussions and activities. Full class participation is possible only when students attend class regularly, arrive promptly with readings completed, and are ready to respond to the subject matter under discussion.

Assignments and Course Performance Assessment:

Quizzes	30%
CITI training	5%
Labs	20%
Final Project:	
Paper	35%
In-Class Presentation	5%
Participation	5%
Course Total	100%

COVID-19 Grading System:

<u>Points</u>	<u>Grade</u>
94 - 100	H
74 - 93	P

70 - 73	LP
<70	F

The grade of Pass (P) is considered entirely satisfactory. On a traditional grading scale, a P would fall in the range between A- and B-. The grade of Honors (H) signifies that the work is clearly excellent in all respects. A student receiving a Low Pass (LP) for nine course credits is ineligible to continue in graduate school.

Teaching Methods and Accountability:

Students are expected to meet for class as the syllabus outlines. Most in-class sessions will include lecture, class discussion of critical content issues/questions, and skill-building activities.

Policy on the Use of Electronic Devices in the Classroom: Cellular phones, laptops, and other electronic devices are to be turned off or placed on silent mode during class time.

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 OUTLINE AND ASSIGNMENTS

Week 1, Jan 12: Course Overview and Bridging the Research to Practice Gap

Assignments:

None.

Required Readings:

Rubin & Babbie: Chapter 1

Week 2, Jan 19: *ONLINE*- Ethical & Culturally Congruent Research- Part 1

Assignments:

CITI Training Certificate Due

Required Readings:

None.

Week 3, Jan 26: Ethical & Culturally Congruent Research- Part 2

Assignments:

None.

Guest Presenter: *Charlotte Coley*, UNC Office of Human Research Ethics Education and Training Manager at 10:30am

Required Readings:

Rubin & Babbie: Chapters 5 & 6

Online History of Oppression Course Lesson 2- Marginalization Reading (can access via Sakai site): Gold, N. (1996). Putting anti-Semitism on the anti-racism agenda in North American schools of social work. *Journal of Social Work Education*, 32(1), 77-89.

Supplemental Readings

Bartlett, T. (2012). Controversial gay-parenting study is severely flawed, journal's audit finds. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/blogs/percolator/controversial-gay-parenting-study-is-severely-flawed-journals-audit-finds/30255>

Dana, R. (1996). Culturally competent assessment practice in the United States. *Journal of Personality Assessment*, 66, 472-487.

McCracken, S. G. & Marsh, J. C. (2008). Practitioner expertise in evidence-based practice decision-making, *Research on Social Work Practice*, 18, 301-310.

Regnerus, M. (2012). How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study. *Social Science Research*, 41, 752-770.

Week 4, Feb 2: Evaluation of Social Interventions and Evidence-Based Practice

Assignments:

Quiz #1 on Week 3 (Ethical and Culturally Congruent Research)

Lab #1: Sources of Knowledge

Required Readings:

Rubin & Babbie: Chapter 2

Gambrill, E. (2001). Social work: An authority-based profession. *Research on Social Work Practice, 11*(2), 166-175.

Tickle-Degen, L. & Bedell, G. (2003). Heterarchy and hierarchy: A critical appraisal of the “levels of evidence” as a tool for clinical decision-making, *American Journal of Occupational Therapy, 57*, 234-237.

Week 5, Feb 9: Developing Research Questions & Hypotheses and Identifying Sources for Evidence-Based Practice

Assignments:

Quiz #2 on Week 4 (Evaluation of Social Interventions and Evidence-Based Practice)

Lab #2: Developing PICO Research Questions

Guest Presenter: *Angela Bardeen*, UNC Behavioral and Social Sciences Librarian at 10:30am

Required Readings:

Rubin & Babbie: Chapter 7 & Appendix A

Soydan, Mullen, Alexandra, Rehnman & Li (2010). Evidence-based clearinghouses in social work. *Research on Social Work Practice, 20*, 690-700.

Supplemental Readings:

SRI-Sierra Evaluation Guide: Chapter 5

Week 6, Feb 16: NO CLASS ** Wellness Day NO CLASS**

Week 7, Feb 23: Program Evaluation –(Needs Assessments, Process/Formative Evaluation, & Outcome and Impact Evaluation)

Assignments:

Quiz #3 on Week 5 (Developing Research Questions and Identifying Sources for EBP)

Guest Presenter: *Steve Day*, UNC School of Social Work Research Associate Professor at 11am

Required Readings:

Rubin & Babbie: Chapter 14

Axford, N. (2010). Conducting needs assessments in children's services. *British Journal of Social Work, 40*, 4-25.

Deckro G., Ballinger K., Hoyt M., Wilcher M., Dusek J., Myers P., Greenberg B., Rosenthal D., & Benson H. (2002). The evaluation of a mind/body intervention to reduce psychological distress and perceived stress in college students, *Journal of American College Health, 50*, 281-287.

Heinz, L. C. & Grant, P. R. (2003). A process evaluation of a parenting group for parents with intellectual disabilities. *Evaluation and Program Planning, 26*, 263-274.

Supplemental Readings:

Allen, T. & Bronte-Tinkew, J. (2008). *Outcome evaluation: A guide for out-of-school time practitioners*. Washington, DC: Child Trends.

Farrell, S. J. & Reissing, E. D. (2004). Picking up the challenge: Developing a methodology to enumerate and assess the needs of the street homeless population, *Evaluation Review, 28*, 144-155.

Glisson, C. (2007). Assessing and changing organizational culture and climate for effective services. *Research on Social Work Practice, 17*, 736-748.

Kellogg Evaluation Handbook: Part 2 (pp. 28-46)

Orthner, D.K., Cook, P., Sabah, Y. & Rosenfeld, J. (2006). Organizational learning: A cross-national pilot-test of effectiveness in children's services, *Evaluation and Program Planning, 29*, 70-78.

Schweinhart, L.J. et al. (2005). *The High/Scope Perry Preschool Study through age 40: Summary, conclusions, questions*. Ypsilanti, MI: High/Scope Press.

Week 8, March 2: Sampling Strategies**Assignments:**

Quiz #4 on Week 7 (Program Evaluation)

Required Readings:

Rubin & Babbie: Chapter 11

Supplemental Readings

SRI-Sierra Evaluation Guide: Chapter 10 (pp. 81-86)

Week 9, March 9: Research and Evaluation Designs**Assignments:**

Quiz #5 on Week 8 (Sampling Strategies)

Required Readings:

Rubin & Babbie: Chapters 12 & 13

Week 10, March 16: Measurement of Outcomes and Questionnaire Development

Assignments:

Quiz #6 on Week 9 (Research Designs)

Required Readings:

Rubin & Babbie: Chapters 8, 9, & 10

Supplemental Readings:

SRI-Sierra Evaluation Guide: Chapter 3 (pp. 13-19) and Chapter 9 (pp. 67-78)
 Foa, E.B., Johnson, K.M., Feeny, N.C., & Treadwell, K.R. (2001). The child PTSD symptom scale: A preliminary examination of its psychometric properties. *Journal of Clinical Child Psychology, 30*, 376-384.

Week 11, March 23: Quantitative Data Analysis

Assignments:

Quiz #7 on Week 10 (Measurement of Outcomes and Questionnaire Development)

Required Readings:

Ruben and Babbie – Chapter 17

Electronic Statistics Textbook: <http://www.statsoft.com/textbook/stathome.html>

Statistical Computing: <<http://www.ats.ucla.edu/stat/>>

Week 12, March 30: *ONLINE*- Qualitative Research & Qualitative Data Analysis

Assignments:

Lab #3: Qualitative Analysis

Required Readings:

Ruben and Babbie – Chapters 15, 16, & 18

Week 13, April 6: Article Critique & Final Project Consultation

Assignments:

Lab #4: Article Critique

Required Readings:

Deckro G., Ballinger K., Hoyt M., Wilcher M., Dusek J., Myers P., Greenberg B., Rosenthal D., & Benson H. (2002). The evaluation of a mind/body intervention to reduce psychological distress and perceived stress in college students, *Journal of American College Health, 50*, 281-287.

Weeks 14 and 15, April 13 and April 20: Student Presentations

Assignments:

Student Presentations
Peer feedback

Required Readings:

Rubin & Babbie: Appendices B and C
Foundation Center (2012). *Proposal writing short course*.
<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

Supplemental Readings:

SRI-Sierra Evaluation Guide: Chapter 11 (pp. 87-104)

Week 16, April 27: Single Subject Designs

Assignments:

Final Paper Due at 12pm

Required Readings:

Rubin & Babbie: Chapter 13

Appendix A: 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 online 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 January 19th and is worth 5% of your grade. Please save the certificate with your first and last name.

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 and password for yourself such as your name or email address and complete the rest of the registration information requested on the page in numbers 3-5 (security question and answer, first name and last name, and email address. For questions 6 and 7, please select “no.” For question 8, please respond “yes” or “no” depending on your preference.) Click *Submit*.
5. Complete the fields requested in “Member Information.” (For *Department*, type in “Social Work”. For your role in human subject research, click on the *Social Worker* option. When you are asked whether or not you are affiliated with UNC, please click *Affiliated*.) Click *Submit*.
6. When you are asked to select your curriculum (the CITI course you wish to take), please select the first option, “I would like to review the Human Subjects Protection (IRB) modules.” Click *Next*.
7. Please select the response that applies to you for the question “Have you completed the CITI UNC-Chapel Hill Basic Course?” Click *Next*.
8. When you are asked to select a group most appropriate to your research activities, please select “Group 2 Social and Behavioral Research.” Click *Next*.
9. Click “No” to continue with your current selection when asked if you want to add the training requirements for another institution.
10. From here you can select “Enter” and begin the training.
11. You can stop and start as needed. You can also retake any quiz by going back to the same section again.
12. **After completing the training, please upload the certificate into your Sakai folder (worth 5 points) by January 19th at 12pm.**

Note: If you have a current CITI profile (i.e., have previously completed a CITI training), you can login to your existing account and add UNC as a new affiliation. Afterwards, complete the refresher course, if required.

Appendix B: Final Project- Evaluation Proposal Paper and Presentation (Paper Due April 27)

For the final project, students will develop a proposal for an evaluation project related to their field placements or specific social work interest(s). Students will present a summary of their evaluation proposal to the class in 7-10 minutes on April 13th or 20th. This 7-10 page (excluding abstract, references, and appendices) double-spaced paper is worth 35% and brief class presentation is worth 5% of your overall grade. The paper is due April 27th and should be saved with your name and uploaded into your Sakai folder.

The paper should include the components below. Required content should be discussed in the sections as listed below.

1. Abstract: a 100-150 word summary of the project
2. Introduction: The introduction should include a brief 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 an explicit discussion of why the problem is important to the field of social work.
3. 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 concluding sentences describe your plan for addressing the problem with an intervention.
4. Evaluation Question(s): List the specific and measurable research question(s) that will guide your evaluation. In addition, please state your hypothesis for each research question.
5. Methods & Results: This section will present the plan for how the research question will be addressed. Please provide separate subheadings for each of the following:
 - Study sample: Describe the sample population, inclusion criteria, specific sampling strategy, and recruitment strategy.
 - Evaluation design: Identify the method (qualitative or quantitative), describe the research design, include appropriate design notation, and describe the data collection plan.
 - Measures: Describe each measure and be sure to include information about the reliability and validity of each measure. Attach the actual instrument/measure as an appendix if you have access to it; otherwise, submit the types of questions.
 - Data Analysis Plan: Describe the specific data analysis technique(s) that should be used to analyze the data. Explain how the proposed data analysis technique(s) is best for your variables.
6. Discussion & Conclusion: This section should include a thorough discussion of the following:
 - Methodological strengths and limitations of the proposed evaluation study
 - Potential implications of the findings for social work practice, policy, and research if the proposed study is implemented.
 - Conclusion

7. **References & Writing:** Provide an accurate list of all cited sources in APA format (minimum of 8 professional references). The paper should be clearly and concisely written and checked for errors prior to submission.

Final Project Grading Rubric: Required Components and Points Possible	
Abstract	0.5
Intro	2.5
Literature Review	4
Research Question(s)	3
Methods & Results	19
Discussion	3
References & Writing	3
Total Possible for Paper	35
Class Presentation	5

*The final project and grading rubric will be discussed in class.