

**University of North Carolina at Chapel Hill**



**School of Social Work**

**Course:**

SOWO 712, Advanced Standing, Foundations for Evidence-Based Practice and Program Evaluation  
Spring 2021, Mondays 2-4:50 via zoom starting March 15.

**Professor:**

Melissa A. Lippold, Ph.D., A.M. Social Work, M.P.P.  
Associate Professor, School of Social Work  
University of North Carolina at Chapel Hill  
CB#3550, 325 Pittsboro St., Office #524-J  
Chapel Hill, NC 27599-7590  
Phone: (919) 962-6405  
mlippold@unc.edu

**Office Hours:** Before and after class and by appointment

**\*\*Dr. Lippold reserves the right to alter this syllabus during the course\*\***

**\*\*\*all course materials are for use by students in this class section only. Pre-recorded lectures are not to be shared with others (including students outside of this section) or posted online without explicit permission from the instructor\*\*\*\***

**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:**

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

**\*\*This textbook will also be used in SOWO 810 in the second year of the MSW program.**

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>

**ACCESSABILITY AND RESOURCE 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 will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. **Students who miss two or more classes may receive an “L” for the course** because it is not possible to meet course requirements for learning objectives with that level of absenteeism. **In order to fully participate in and benefit from each class session, students should complete 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**

Citi Training: Students are required to complete CITI training online (worth 5% of the grade). Students will print out the certificate of completion for this course to receive credit. This is due by 9 AM on Week 3.

Quizzes: 6 short quizzes will be given regarding course concepts. These quizzes are based on the asynchronous class material and will be due before the synchronous class meeting that day. The lowest quiz grade can be dropped, for a total of 5 quizzes. Quizzes make up 35% of the total grade.

Written Reflections: 2 short 1-2 page written reflections will be given during class. These reflections will integrate and apply course materials and make up 20% of the total grade.

Evaluation Project: A group evaluation project will be due at the end of the course. The final evaluation project will be a short 4-page paper outlining a plan to evaluate an intervention. More specific information on the paper will be distributed during class. The project will make up 30% of the total grade.

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

**GRADING**

Citi Training	10%
Quizzes	35%
Brief Written Reflections (2)	20%
Evaluation Project (Group)	30%
Participation	<u>5%</u>
	100%

Points	Grade
94 – 100	H
80 – 93	P
70 – 79	L
< 69	F

**COURSE OUTLINE AND READINGS**

Date	Topics and Assignments	Readings
Week 1 : March 15	Course Overview  How do we know things? The Scientific Method  Evidence-Based Practice Model  Ethics	Gambrill (2001) Social work: an authority-based profession. <i>Research on Social Work Practice</i> , 11(2), 166-175.  Rubin & Babbie, Ch. 1& 2, 5
Week 2: March 22	<b>Quiz 1:</b> Identifying Outcomes	Rubin & Babbie, Ch. 7

	Developing Research Questions and Hypotheses Logic Models	Savaya, R., & Waysman, M. (2005). The logic model: a tool for incorporating theory in development and evaluation of programs. <i>Administration in Social Work, 29</i> (2), 85 – 103.
Week 3: March 29	* <b>Quiz 2</b> <b>CITI Certificate Due</b> Measurement of Outcomes	Rubin & Babbie, Ch. 8 & 9  Chorpita, B. F., Moffitt, C. E., & Gray, J. (2005). Psychometric properties of the Revised Child Anxiety and Depression Scale in a clinical sample. <i>Behaviour Research and Therapy, 43</i> , 309 – 322.
Week 4: April 5	* <b>Quiz 3</b> <b>Reflection 1 due</b> Sampling Cultural Considerations	Rubin & Babbie, Ch. 6 & 11
Week 5: April 12	* <b>Quiz 4</b> <b>** group proposal form due**</b> Research and Evaluation Designs	Rubin & Babbie, Ch. 12  Bresó, E., Schaufeli, W. B., & Salanova, M. (2011). Can a self-efficacy-based intervention decrease burnout, increase engagement, and enhance performance? A quasi-experimental study. <i>Higher Education, 61</i> (4), 339-355.  Feinberg, M. E., Jones, D. E., Kan, M. L., & Goslin, M. C. (2010). Effects of family foundations on parents and children: 3.5 years after baseline. <i>Journal of Family Psychology, 24</i> (5), 532-542.
Week 6: April 19	<b>Quiz 5</b> <b>Reflection 2 Due</b> Quantitative Data Analysis	Rubin & Babbie Ch 17 (17.1-17.4b, 17.6-17.8)

<p>Week 7: April 22</p>	<p><b>*Quiz 6</b> Other types of Evaluations/ Qualitative Research</p>	<p>Rubin &amp; Babbie, Ch. 15 &amp; 18</p> <p>Helitzer, D., Yoon, S., Wallerstein, N., &amp; Garcia-Velarde, L. (2000). The role of process evaluation in the training of facilitators for an adolescent health education program. <i>Journal of School Health, 70</i>(4), 141 – 147.</p> <p>Creswell, J. W. (2007). Chapter 3: Designing a qualitative study. <i>Qualitative inquiry and research design: Choosing among five approaches</i> (pp. 35-84). London: Sage.</p>
<p><b>*** Group paper due Friday April 26***</b></p>		