

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, 2016
Course Section: 001
Location and Time: Room 102, Mondays 9-11:50am

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

Instructor: Trenette Clark Goings, PhD, LCSW
School of Social Work
Office: TTK Building, Rm 563-I
Email: ttclark@email.unc.edu
Phone: 919-843-8020
Office Hours: Mondays at 12-1pm by appointment

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
- *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 that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services (Voice/TDD 962-8300, 966-4041). Students must have a formal letter from the University's Department of Disabilities Services to receive disability-based accommodations. Students should discuss the need for specific accommodations with their instructor at the beginning of the semester.

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: Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the instructor's discretion. 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. A grade of "Incomplete" will be given only in extenuating circumstances and in accordance with School of Social Work and University policy.

Please note that technical difficulties are not an acceptable excuse for submitting an assignment late. All technical inquiries should be directed to the staff of the SSW Computing Information and Technology Unit (CITU). Please contact Manuel Garcia at mgarcia@email.unc.edu or 919-962-6416.

Assignments:**In-class Quizzes:**

Quizzes will occur at the beginning of each class as listed in the syllabus. The 6 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. 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.

In-Class 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. 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. The training is worth 5% of your overall course grade and is due April 25th.

Final Project: Evaluation Proposal Paper and Presentation (Paper Due April 25)

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 45% of your overall grade. Presentations will occur on April 11th and 18th. The paper is due April 25th.

Assignments and Course Performance Assessment:

Quizzes	30%
CITI training	5%
Labs	20%
Final Project:	
Paper	40%
In-Class Presentation	5%
Course Total	100%

Grading System:

<u>Points</u>	<u>Grade</u>
94 - 100	H
80 - 93	P
70 - 79	L
<70	F

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.

Attendance & Participation:

We will be covering a great deal of information in class. Attendance at all class sessions is expected. 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. 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.

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. Students are not allowed to text during class time.

COURSE OUTLINE AND ASSIGNMENTS

Week 1, Jan 11: Course Overview and Bridging the Research to Practice Gap

Assignments:

None.

Required Readings:

Rubin & Babbie: Chapter 1

Week 2, Jan 18: Martin Luther King, Jr. Holiday. NO CLASS.

Week 3, Jan 25: Evaluation of Social Interventions and Evidence Based Practice

Assignments:

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-Degnen, 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 4, Feb 1: Developing Research Questions & Hypotheses and Identifying Sources for Evidence-Based Practice

Assignments:

Quiz #1 on Week 3

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 5, Feb 8: Program Evaluation –(Needs Assessments, Process/Formative Evaluation, & Outcome and Impact Evaluation)

Assignments:

None.

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 6, Feb 15: Sampling Strategies

Assignments:

Quiz #2 on Week 5

Required Readings:

Rubin & Babbie: Chapter 11

Supplemental Readings

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

Week 7, Feb 22: Research and Evaluation Designs**Assignments:**

Quiz #3 on Week 6

Required Readings:

Rubin & Babbie: Chapters 12 & 13

Week 8, Feb 29: Measurement of Outcomes and Questionnaire Development**Assignments:**

Quiz #4 on Week 7

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 9, March 7: Qualitative Research**Assignments:**

Quiz #5 on Week 8

Lab #3: Qualitative Analysis - due via Sakai by March 14th at 9am.

Required Readings:

Ruben and Babbie – Chapters 15, 16, & 18

Week 10, March 14: Spring Break. NO CLASS.**Week 11, March 21: Quantitative Data Analysis I****Assignments:**

None.

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 28: Quantitative Data Analysis II**Assignments:**

Quiz #6 on Week 11

Required Readings:

Rubin and Babbie – Chapter 17

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

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

Week 13, April 4: Article Critique & Final Project Peer 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 11 and 18: 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 25: Ethical & Culturally Competent Research**Assignments:**

Final Paper Due

CITI Training Certificate Due

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.

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 April 25th and is worth 5% of your 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 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. **When you have finished the training, please print the certificate of completion with your name on it and turn in for assignment credit (worth 5 points).**

Appendix B: Final Project- Evaluation Proposal Paper and Presentation (Paper Due April 25)

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 to the class in 7-10 minutes on April 11th or 18th. This 7-10 page double-spaced paper is worth 40% and brief class presentation is worth 5% of your overall grade.

The paper should include the following components:

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 a 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 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:
 - **Evaluation design:** Identify the method (qualitative or quantitative), describe the research design, include appropriate design notation, and describe the data collection plan.
 - **Study sample:** Describe the sample population, specific sampling strategy, and recruitment strategy.
 - **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 evaluation study
 - Potential implications of the findings for social work practice, policy and research.
 - 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	1
Intro	3
Literature Review	7
Research Question(s)	3
Methods & Results	17
Discussion	4
References & Writing	5
Total Possible for Paper	40
Class Presentation	5

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