**The Ohio State University**

**College of Social Work**

**Social Work 3402**

Instructor: Christine L. Sielski Course: Social Work 3402

Office: 001 Stillman Hall Class Days: Friday  
Office Hours: by appointment Spring Semester 2015

Cell Phone: 740-974-9437 Class Hours: 8:00 a.m. – 10:45 a.m.

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**COURSE TITLE: APPLYING EVIDENCE**

**LEVEL OF INSTRUCTION AND CREDIT HOURS:** BSSW, 3 credits

**Prerequisites**: Junior/Senior, admitted to social work program, and successful completion of SWK 3401.

**Course Description**:

This is the second course in the BSSW program sequence preparing students for “Engaging with Evidence” as social work professionals. Through this course students develop the requisite skills and knowledge for beginning to apply evidence to the processes of identifying and selecting social work practices at all levels of int3erventoin. In addition to examining the interplay between theory, evidence, and practice, students will examine principles that apply to evaluating practice, programs, and policy. The methodologies under review include qualitative and quantitative approaches to gathering and analyzing evidence. The types of research questions students will learn to address include client satisfaction, measure of change with and without intentional intervention, and fidelity to intervention protocols.

**Course Competencies and Practice Behaviors**:

* + 1. Apply critical thinking to inform and communicate professional judgments:
* Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom—become informed about evidence and various sources of evidence to inform professional judgments
* Demonstrate effective oral and written communication—able to communicate evidence to clients and other constituent groups
  + 1. Performing fundamental skills essential to engage in research-informed practice and practice-informed research:
* Able to use practice experience to inform scientific and evidence inquiry
* Use research evidence to inform practice

**Specific Course Objectives**:

In order to master the practice behaviors related to “applying critical thinking to inform and communicate professional judgments” (2.13) and to “engage in research-informed practice and practice-informed research” (2.16) students successfully completing this course will have practiced and demonstrated their ability to:

a. Find and appraise evidence from literature, client experience, and practice wisdom

concerning the efficacy or effectiveness of specific interventions to inform multiple levels of social work practice

b. Critically analyze the implications of different study design, sampling, procedural, and

measurement strategies for different types of intervention-related evidence;

c. Become certified as knowledgeable about the ethical conduct of research involving human participants (i.e., achieve campus certification regarding research with human subjects and Institutional Review Board history, functions, policies, and practices);

d. Demonstrate familiarity with appropriate data-analytic and presentation strategies for

interpreting and communicating about various types of evidence with various audiences;

e. Exhibit effective professional writing skills, particularly as related to applying APA style recommendations.

**Course Evaluation by Students**

Students will evaluate the course using the online Student Evaluation of Instruction (SEI) mechanism.

**Statement of Academic Integrity and Academic Misconduct (**[**http://studentlife.osu.edu/csc/**](http://studentlife.osu.edu/csc/)**)**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (3335-23-04 Prohibited conduct) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc\_12-31-07.pdf. this includes, but is not limited to: following curse rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

**College Incomplete Policy**

"I" (incomplete) course grades will be considered only in relation to emergency and hardship situations. A request for such a grade option must be discussed with the instructor prior to final exam week. A date for comple­tion of the incomplete work will be established with the student. This date may not be the maximum time permitted by University policies governing grades of “Incomplete” but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for conver­sion to a letter grade will be adhered to.

However, students should note that when an "I" (Incomplete) with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next semester, the course requirements for the "I" must be completed by the second week of the next semester.

**Students with Disabilities:**

**If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or**[**slds@osu.edu**](https://email.osu.edu/owa/redir.aspx?C=DmkEBOYUEUmEf8vEzVWRNhTE66Fd99EI_WBFNamMMZQN2FbsK1y-u3ZAy3KRThoZEY-T9wDA-fE.&URL=mailto%3aslds%40osu.edu)**."** Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, Fax 614-292-4190, 150 Pomerene Hall, 1750 Neil Avenue, Columbus, Ohio 43210; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu) .

**Cell Phone Policy**

Cell phone use during class time is prohibited. Turn off your phones or stow them. If there is some compelling need take a call during class please go to the hallway. I will provide periodic breaks for you to use your phone.

**Computer Use Policy**

You may use your computer (or iPads, Kindles, etc.) during class for note-taking and for following various PowerPoint presentations. We also will be doing computer activities at points in the class. You can use your break time for personal activities.

**Required Text**

Gladwell, M. (2002). *The Tipping Point. How Little Things Can Make a Big Difference*. Boston: Little Brown

* Additional required readings will be available on the course CARMEN site.
* You will need access to Excel® software (Microsoft) to complete assignments
* PC Excel users will need to install the Data Analysis ToolPak.
* If you use a Mac computer, also need to download StatPlus for the course.
* You may also choose to use SPSS which can be downloaded from OIT.
* You will also need to purchase two small cans of play doh. You get to pick the colors.

**Method of Instruction**

Lectures and discussions will take place in the class room enviornment. This course uses Carmen and online technologies for readings, assignment drop box submissions, quizzes, and exams.

**Course Expectations**

Students in this course are expected to complete all readings in a timely manner, attend lectures, complete activities and course assignments, be a good group member, and participate in discussions. The more that you put into the completion of the course the better your outcomes will be. The final course grade (100%) will be based on timely completion of each activity or assignment in the following weighted categories. The specific learning objectives and competencies related to each assignment are designated in the assignment description files, as are the grading rubrics for each assignment. Work that is significantly copied from original sources, other students’ work (past or present), or from your own work in other classes is considered plagiarism/academic misconduct and will be treated as such. Online quizzes and final exam are be completed by the individual and not a group.

**Specific Course Assignment**

|  |  |  |
| --- | --- | --- |
| **Assignment Title** | **Due Date** | **Points** |
| Quizzes (online) on the Tipping Point articles | Will occur during weeks 4, 9, 11, 12 | 20 |
| Self-change Data Analysis  Data collection occurs during weeks 4,5,6 | Project is due at the end of Week 8 | 30 |
| Tipping Point Presentation  Group presentations | All papers due at the beginning of week 7  Presentations occur during weeks 9, 11, 12 | 25 |
| Group member evaluation | Due on April 17th at 11:59 pm in the Carmen drop box | 5 |
| Final Exam (online) | Opens April 24th at noon and closed on April 29th at 11:59 pm | 15 |
| Attendance | Five points total will be given for attendance; you will be asked to sign in each time you attend class | 5 |
| **Total Possible Points** |  | 100 |

The course grading scale follows the OSU standard grading scheme:

|  |  |
| --- | --- |
| A 93 – 100 percent | C 73 to 76 percent |
| A- 90 to 92 percent | C- 70 to 72 percent |
| B+ 87 to 89 percent | D+ 67 to 69 percent |
| B 83 to 86 percent | D 60 to 66 percent |
| B- 80 to 82 percent | E 0 to 59 percent |
| C+ 77 to 79 percent |  |

**Course Schedule and Content (session by session)**

|  |  |
| --- | --- |
| **Week** | **Content** |
| **Weeks**  **1 through 3** | **Introduction to Applying Evidence, Critical Thinking** |
|  | This module is designed as a bridge between the content from last semester’s “Discovering Evidence” course and the new content for “Applying Evidence” in social work practice. We will begin the module with an examination of how evidence can inform social work policy, practice, and programs. The emphasis in this module is about locating and critically reviewing existing bodies of evidence for the purposes of informing social work practice at all levels of intervention. Different sources of evidence about practice and intervention will be explored, including published articles about specific intervention studies, systematic reviews and meta-analysis of multiple intervention studies (discussed in more detail in week 3), government-produced practice guidelines based on evidence, and client progress data. |
| **Week 1**  **January 16** | **What is an intervention, ethical considerations related to interventions, and sources of evidence**  **Required Readings:**  Rubin, A. & Bellamy, J. (2012). Using research for evidence-based practice. Hoboken, NJ: John Wiley & Sons Inc. Pp. 71-89.  **Recommended Reading**:  Ingram, S., Cash, S., Oats, R, Simpson, A. & Thompson, R.(2013). Development of an evidence-informed in-home family services model for families and children at risk of abuse and neglect. *Child and Family Social Wor*k, 18(4), 1-10.  **No Assignment Due this Week** |
| **Week 2**  **January 23** | **Critical thinking, pitfalls and fallacies**  **Required Readings:**  Fischer, J. (1973). Is casework effective? A review. Social Work, 18(1), 5-20.  Morling, B. (2014). Guide your students to become better research consumers. Retrieved from: http://www.psychologicialscience.com  **No Assignment Due this Week** |
| **Week 3**  **January 30** | **Meta-analysis and systematic literature reviews**  **Required Readings:**  Littell, J. (2005). Lessons from a systematic review of effects of Multisystemic therapy. *Children and Youth Services Review*. 27, 445-463.  .  Bundock, L., Howard, L.M., Trevillion, K., Malcom, E., Feder, G. & Oram, S. (2013). Prevalence and risk of experiences of intimate partner violence among people with eating disorders: A systematic review. *Journal of Psychiatric Research*, 47, pp. 1134-1142.  **No Assignment Due this Week** |
| **Week 4**  **February 06** | **Research Strategies for informing practice**  In this module, we will begin to examine different strategies for gathering or building evidence related to intervention. Before we delve into the ways that studies might be designed and implemented, we will spend the week looking at the specific aims or purpose of different types of studies that my inform practice.  **Required Readings:**  Lancaster, G., Dodd, S., & Williamson, P. (2002). Design and analysis of pilot studies: Recommendations for good practice. *Journal of Evaluation in Clinical Practice*, 10(2), 307-312.  **Tipping Point**  Darley, J. & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8, 377-383.  **Tipping Point**, Introduction and Chapter 1  **Recommended Readings**:  Anderson, K., Cimbal, A, Maile, J. (2008). Hairstylists’ relationships and helping behaviors with older adult clients. *Journal of Applied Gerontology*, 29(3), 371-380.  **Assignments**  **Self-Change**: Begin your “self-change” data collection-baseline phase. (See details in assignment description)  **On-line Quiz 1**: **Tipping Point Article (Darley & Latane, 1968).** |
| **Weeks 5 to 8** | **Strategies for “Knowing” (Quantitative & Qualitative research about interventions)**  During this module we will extend what we learned in Week 4 by examining specific designs for research studies about our interventions. The goal of this module is for you to understand the strengths and limitations of the intervention research studies you might be using as a consumer to inform your practice, as well as what you might to evaluate your own practice. |
| **Week 5**  **February 13** | **Single subject designs, experimental designs, and interventions**  **Required Readings**  Nourbakhsh, J. R. & Ottenbacher, K. J. (1994). The statistical analysis of single-subject design data. A comparative examination. *Physical Therapy*, 74, 766-776.  Rudd, A. & Johnson, R. B. Lessons learned from the use of randomized and quasi-experimental field designs for evaluation of educational programs. *Studies in Educational Evaluation*, 34, 180-188.  **Recommended Readings**:  Glynn, L. & Moyers, T. (2010). Chasing change talk: The clinician’s role in evoking client language about change. *Journal of Substance Abuse Treatmen*t, 39, 65-70.  **Assignments:** Continue recording your self-change data in the “intervention” phase. Follow the assignment details about entering your single-system self-change data and analyzing it. |
| **Week 6**  **February 20** | **Quasi-experimental designs and interventions**  **Required Readings:**  Morgan, G. Gliner, J., Harmon, R. (2000). Quasi-experimental designs. *Journal of the American Academic of Child & Adolescent Psychiatry*, 39, 794-796.  Bawden, D. L. & Sonenstein, F. L. (1992). Quasi-experimental designs. *Children and Youth Services Review*, 14, 137-144.  **Recommended Readings**:  Review Rudd & Johnson from last week.  Sheffer, C., Stitzer, M., Brandon, T., Bursac, Z. (2010). Effectiveness of adding relapse prevention materials to telephone counseling. Journal of Substance Abuse Treatment, 39, 71-77.  **Assignments**: Continue recording your self-change data in the “intervention phase. Follow the assignment details about entering your single-system self-change data and analyzing it. |
| **Week 7**  **February 27** | **Qualitative designs and Interventions**  **Required Readings:**  Shaw, I. (2003). Qualitative research and outcomes in health, social work, and education. *Qualitative Research*, 3, 57-77.  Johnston, J. (2010). Qualitative Research Methods. *Radiologic Technology*, 82, 188-189.  **Recommended Readings**:  Center for Nursing Excellence: Critiquing Qualitative Research:  http://libguides.lhl.uab.edu/content.php?=196639&sid=1646547  MacDonald, H. & Callery, P. (2003). Different meanings of respite: as study of parents, nurses and social workers caring for children with complex needs. *Child Care, Health, & Development*, 30, 279-288.  Wozniak, D. (2009). Rites of passage and healing efficacy: An ethnographic study of an intimate partner violence intervention. *Global Public Health*, 4, 453-463.  **Assignments**: Analyze self-change data, due next week.  Tipping Point Papers Due |
| **Week 8**  **March 6** | **Mixed Methods Research and Statistical Approaches for Analyzing Intervention Data**  **Required Readings:**  Palinkas, L., Aarons, G. Horwitz, S. Chamberlain, P., Hirlburt, M., Landsverk, J. (2011). Mixed method designs in implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 38, 44-53.  **Assignments**: Self-change Project Due |
| **Week 9**  **March 13** | **Samples and Intervention Studies**  **Required Readings:**  Carlson, R. Wang, J., Siegal, H. Falck, R., & Guo, J. (1994). An ethnographic approach to targeted sampling: problems solutions in AIDS prevention research among injection drug and crack-cocaine users. *Human Organization*, 53, 279-286  **Tipping Point Chapters 2 & 3 and plus Tipping Point Articles:**  Milgram, S. (1967). The small world problem. Psychology Today, 1, 60-67.  Mullen, B. et al. (1986). Newscasters’ facial expressions and voting behavior of viewers: Can a smile elect a President? *Journal of Personality and Social Psycholog*y, 51, 291-25.  **Assignments: Online Quiz 2: Tipping Point Milgram and Mullen et al.** |
| **Week 10**  **March 20** | **No Class – Spring Break** |
| **Week 11**  **March 27** | **Measurement and Intervention Research**  **Review of measurement and finding and critiquing instruments.**  **Required Readings:**  Westen, D. & Rosenthal, R. (2003). Quantifying construct validity: Two simple measures. *Journal of Personality and Social Psychology*, 84, 608-618.  **Tipping Point Chapters 4 & 5**  **Tipping Point Articles:**  Haney, C. Banks, C., & Zimbardo, P. (1973). A study of prisoners and guards in a simulated prison. *Naval Research Reviews, September*, 1-17.  Valente, T., Foreman, R.K., & Junge, B. (1998). Satellite exchange in the Baltimore needle exchange program. *Public Health Reports*, 113, 90-96.  **Assignments: Online Quiz 3: Tipping Point Haney et al, and Valente et al.** |
| **Week 12**  **April 03** | **Finding and critiquing instruments, continued**  **Required Readings:**  Berry, M., Cash, S., & Mathiesen, S. (2003). Validation of the strengths and stressors tracking device with a child welfare population. *Child Welfare*, 82, 293-318.  Tipping Point Chapter 7  Tipping Point Articles:  Rubenstein, D. H. (1983). Epidemic suicide among Micronesian adolescents. Social Science and Medicine, 17, 657-664.  Shiffman, S., Paty, J.A., Kassel, J.D., Gnys, M., & Zettler-Segal. M. (1994). Smoking behavior and smoking history of tobacco chippers. *Experimental and Clinical Psychopharmacology*, 2, 136-142.  **Assignments:** **Online Quiz 4: Tipping Point Rubenstein and Shiffman** |
| **Week 13**  **April 10** | **Logic models/Black box intervention, implementation evaluation**  **Required Readings:**  McLaughlin, G.B., & Jordan, J. (1999). Logic models: A tool for telling your program’s performance story. *Evaluation and Program Planning* 22, 65-72.  Yampolskaya, S., Newman, T. Hernadez, M. & Kock, D. (2004). Using concept mapping to develop a logic model and articulate a program theory. *American Journal of Evaluation*, 25, 191-207. |
| **Week 14**  **April 17** | **Fidelity/flexibility/adaptability of interventions**  **Required Readings:**  Castro, F. G., Barrera, M., Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions of fidelity and fit. *Prevention Science*, 41-45.  Rubin, A. (1977). The family preservation evaluation from Hell: Implications for program evaluation fidelity. Children and Youth Services Review, 19, 77-99.  **Assignment**: Group Member Evolutions Due in the Carmen Dropbox by 11:59 pm |
| **Week 15**  **April 24** | **Research in the Real World & Wrap-Up/Conclusions**  **Review for Final Exam** |
|  | **Final Exam:** The final exam will open on Carmen at noon on 4/24/15 and close at 11:59 pm on 4/29/15.  The final exam will consist of you reviewing an article that focuses on an evaluation of an intervention and answering questions about the article. The article will not come from the Tipping Point; however the Tipping Point assignment and associated quizzes should serve as practice for honing your critical thinking skills about social work intervention research.  It is expected that you will take the Final Exam as an individual and not a group. Taking the Final Exam as a group or sharing answers between classmates or across sections will be considered a violation of the Academic Honor Code at OSU and will be dealt with accordingly. Please do our own work so that no one has to go down the Academic Honor Code violation path. |

**Assignments**

**Online Quizzes:**

Quizzes will be multiple-choice and based primarily on the assigned readings from the Tipping

Point including the book and the specific articles. The group presentations on the Tipping Point

are intended to help you study for the quizzes. However it is up to you to make sure that you

have an adequate understanding of the articles rather than solely relying on the group’s

presentation of the article. What does this mean? You have to read the book chapters from the

Tipping Point, the assigned and corresponding research articles, and be able to critique the

research articles.

Quizzes will be online and will open on Sunday at midnight and will be available to take until

Saturday at 11:59 pm of that same week.

It is expected that you will take the quizzes as an individual and not a group. Taking the quiz as

a group or sharing answers between classmates or across sections will be considered a

violation of the Academic Honor Code at OSU and dealt with accordingly. Please do your own

work so that no one has to go down the Academic Honor Code violation path.

Quizzes will occur during weeks 4, 9, 11, & 12.

**SINGLE SUBJECT DESIGN SELF-CHANGE ASSIGNMENT (30 points total)**

Identify a behavior that you want to change and that can be tracked for the purposes of

understanding how to analyze single subject data. Your chosen behavior should be easily

modifiable, for example, drinking more water. Please identify a behavior that is benign and will

not cause you distress and that you can measure each day.

Beginning in week 4, you will start collecting data to serve as a baseline. During weeks 5 and 6,

you should begin your intervention to change your chosen behavior and continue to collect data

daily. For example, if you were trying to drink more water, in week 4, you would record how

many ounces of water you consumed each day, without attempting to alter the behavior. In

weeks 5 and 6, you would implement your specific intervention designed to increase water

intake, and then record the number of ounces you drank each day. You will then apply a

statistical analysis to see if you had a significant change in your behavior over time. An

example of this assignment will be provided for you during weeks 5 and 6.

**You will turn in 2 components**:

**1. Excel Graph**

A single-subject design graph of all the data points you recorded over the 3-week data

collection phase. The graph will have identified the pre- and post-intervention

time frames, and will include 2 standard deviation bands.

**2. Paragraph**

Write a one-paragraph summary that describes any observed changes over time. Include a

discussion of clinical and statistical significance.

Week 4: Collect daily baseline data—no intervention

Weeks 5 & 6: Collect daily data during your intervention

Week 7: Analyze the baseline and intervention data

Week 8: Turn in completed graph and summary paragraph about any observed changes over

time. Discuss clinical and statistical significance.

**Single Subject Design Self- Change Assignment**

**Grading Criteria and Evaluation**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: (30 points possible)

**Areas of Evaluation**

Identified a measurable behavior (4 points)

Recorded daily behavior during baseline phase (2 point)

Recorded daily behavior during intervention phase (2 point)

Graphed baseline and intervention data clearly (4 points)

Labeled baseline and intervention phases (2 point)

Identified +/- 2 standard deviation bands on graph (2 point)

Completed write-up and briefly discussed changes in behavior in regards to statistical and clinical significance (10 points)

Professional presentation of data and write-up (4 points)

**Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TIPPING POINT ASSIGNMENT: Critical Evaluation (25 points)**

**Tipping Point Critical Evaluation of Research Article – Group Project #1**

Each student will be assigned to a group of 5 students and will be assigned one of six journal

articles mentioned in the book, *The Tipping Point*. This assignment will consist of your group

creating a PowerPoint presentation that critically analyzes one of the research articles. Your

presentation will be distributed to the other members of the class. This is a group assignment

and therefore it is expected that all group members will be held accountable for their

participation in the creation and implementation of both Tipping Point assignments (see Group

Member Evaluation—worth 5 points). All presentations will be due at the beginning of Week 7

so that revisions can be made prior to the presentations being disseminated to the students as

study guides for the online quizzes. The two group presentations will be uploaded at the

beginning of the assigned week.

Week 9: Groups 1 and 2

Week 11: Groups 3 and 4

Week 12: Groups 5 and 6

Each group will take responsibility for creating a PowerPoint presentation that critically analyzes

an article referenced in the Tipping Point. The presentation should include the following

components (see rubric for exact components and allotted points):

* A brief description of the study. It should go without saying that you all will have read the Tipping Point articles prior to class, and won't need a detailed description of the article.
* A critique of the elements of the study:
* The "protocol" or design.
* How were questions asked or behaviors/attitudes measured. Were these

reliable? Valid?

* Who was in the sample studied? How many people? Can you generalize from

this group to all kinds of people and situations? To what kind of people or

situations should you generalize?

* Ethics. Did this study employ ethical practices, and protect its participants
* Can you find other published articles that comment on or respond to the study?
* What are you willing to “believe” from this study? Did *The Tipping Point* use the findings of this study appropriately?

**Please note**: Presenting and critique of each of the assigned studies will necessitate reviewing

the pertinent information on measures, samples and research designed in social science research

(Hint: use the information you were assigned in SWK 3401 plus SWK 3402).

**Group Assigned Articles**

|  |  |  |
| --- | --- | --- |
| **Group** | **Assigned Article** | **Week to Present** |
| Group 1 | Milgram, S. (1967). The small world problem. *Psychology Today*, 1, 60-67. | Week 9 |
| Group 2 | Mullen, B., et al. (1986). Newscasters' facial expressions and voting behavior of viewers: Can a smile elect a President? *Journal of Personality and Social Psychology*, 51, 291-295. | Week 9 |
| Group 3 | Haney, C., Banks, C., & Zimbardo, P. (1973). A study of prisoners and guards in a simulated prison. *Naval*  *Research Reviews, September*, 1-17. | Week 11 |
| Group 4 | Valente, T., Foreman, R.K., & Junge, B. (1998). Satellite exchange in the Baltimore needle exchange program. *Public Health Reports*, 113, 90-96. | Week 11 |
| Group 5 | Rubenstein, D.H. (1983). Epidemic suicide among Micronesian adolescents. *Social Science and*  *Medicine*, 17, 657-664. | Week 12 |
| Group 6 | Shiffman, S., Paty, J.A., Kassel, J.D., Gnys, M., & Zettler-Segal, M. (1994). Smoking behavior and smoking history of tobacco chippers. *Experimental and Clinical Psychopharmacology*, 2 (2), 136-142. | Week 12 |

**Tipping Point Critical Evaluation of Article: Group Project**

**Grading Criteria and Evaluation**

Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (25 possible)

**Areas of Evaluation**

Described the study in a brief and clear manner \_\_\_\_\_ (2)

Critique of protocol or design: \_\_\_\_\_ (4)

* Named the design
* Commented on strengths and weaknesses of this design
* Commented on aspects of design including:
* Internal Validity
* External Validity

Critique of measures used: \_\_\_\_\_ (4)

* Named/described measures
* Commented on the strengths and weaknesses of this/these measures
* Commented on the generalizability of these measures including:
* Reliability
* Validity

Critique of sample used: \_\_\_\_\_ (4)

* Describe sample, including size and source
* Were there dropouts? What effect does this have on the study/findings?
* Identified strengths and limitations of this sample
* Discussed representativeness and generalizability of this sample

Critique of ethics: \_\_\_\_\_ (4)

* Discussed whether this study employed ethical practices?
* Discussed what more could have been done to protect subjects, if anything?
* Discussed whether the findings of this research were worth the risks taken?

Discussed what you are willing to believe from this study?

*And*

Discussed if or how *The Tipping Point* uses the findings of this study appropriately?\_\_\_\_\_ (3)

Points for creativity/energy/interest. \_\_\_\_\_ (4)

**Group Member Evaluation:**

**Please Note: You will need to complete an evaluation for each member of your group**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Article Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please circle the response that best describes your perception of this group member.**

**1. Group member actively participated in group meetings.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |

**2. Group member completed all assigned tasks on time.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |

**3. Group member’s work met expectations in terms of quality and quantity.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |

**4. Group member contributed equally to the process and products.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |

**5. I would work with this group member in the future.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |

**Other comments:**

**Online Final Exam**

The final exam will open on Carmen at noon on 4/24/15 and close at 11:59 pm on 4/29/15.

The final exam will consist of you reviewing an article that focuses on an evaluation of an intervention and answering questions about the article. The article will not come from the Tipping Point; however the Tipping Point assignment and associated quizzes should serve as practice for honing your critical thinking skills about social work intervention research.

It is expected that you will take the Final Exam as an individual and not a group. Taking the Final Exam as a group or sharing answers between classmates or across sections will be considered a violation of the Academic Honor Code at OSU and will be dealt with accordingly. Please do our own work so that no one has to go down the Academic Honor Code violation path.