

Term Information

Effective Term Summer 2016
[Previous Value](#) [Autumn 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add distance education component to course.

What is the rationale for the proposed change(s)?

Course was not a distance learning (DL) course when first entered for the semester conversion, but is now offered in a DL format.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	3402
Course Title	Applying Evidence
Transcript Abbreviation	Applying Evidence
Course Description	Focuses on basic methods of research design and implementation. Students also learn how to critically examine existing research to inform practice.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 3401.

Exclusions

Not open to students with credit for 570 and 576.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

44.0701

Subsidy Level

Baccalaureate Course

Intended Rank

Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Data Analysis

Course Details

Course goals or learning objectives/outcomes

- 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.
- Critically analyze the implications of different study design, sampling, procedural, and measurement strategies for different types of intervention-related evidence.
- Become certified as knowledgeable about the ethical conduct of research involving human participants.
- Demonstrate familiarity with appropriate data-analytic and presentation strategies for interpreting and communicating about various types of evidence with various audiences.
- Exhibit effective professional writing skills, particularly as related to applying APA style recommendations.

[Previous Value](#)

Content Topic List

- Locating and reviewing existing bodies of evidence concerning social work practices at all levels of intervention; exploring potential contributions of empirical and non-empirical sources of knowledge
- Principles, issues, and measures of fidelity to empirically supported intervention protocols; common elements, factors, and practitioner characteristics related to outcomes; how screening and assessment serve as interventions
- Examining experimental and quasi-experimental intervention research designs for how they do and do not inform practice; different implications of efficacy versus effectiveness studies; mechanisms of change designs
- Exploring the implications of study samples, participant characteristics, and sampling procedures for intervention research outcomes; ethical practice of research involving human participants
- Exploring the implications of study measures and data collection protocols for intervention research outcomes; how “success” is measured in intervention research
- Understanding graphing and testing data regarding changes over time; understanding effect sizes in measuring changes over time
- Understanding graphing and testing data regarding intervention group difference comparisons; understanding effect sizes in comparing intervention groups

Attachments

- 3402 SP 15 Cash.pdf
(Syllabus. Owner: Cole, Mary Cathleen)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	11/04/2015 04:10 PM	Submitted for Approval
Approved	Bronson, Denise Ellen	11/04/2015 04:18 PM	Unit Approval
Approved	Bronson, Denise Ellen	11/04/2015 04:19 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/04/2015 04:19 PM	ASCCAO Approval

The Ohio State University
College of Social Work
SWK 3402

Instructor: Scottye J. Cash, MSSW, Ph.D.
Email: cash.33@osu.edu
Phone: (614-292-3690)
Office hours: As requested
Office location: 225F

Term: Spring, 2015
Class days: ONLINE
Class time: ONLINE
Location: Carmen

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 intervention. 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, measures of change with and without intentional intervention, and fidelity to intervention protocols.

Course Competencies and Practice Behaviors

Students are expected to master the following competencies and practice behaviors:

- 2.1.3 Apply critical thinking to inform and communicate professional judgments:
 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, as a means of engaging with evidence to inform professional judgments
 - Demonstrate effective oral and written communication—able to utilize American Psychological Association (APA) writing style elements in developing effective communication about evidence for audiences that include clients, agencies, and other professionals
- 2.1.6 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” (2.1.3) and to “engage in research-informed practice and

practice-informed research” (2.1.6) 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

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 course 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 and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this 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 completion will be adhered to.

Students should note that when an “I” grade with an alternate grade of “E” is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the “I” must be completed before the end of the second week of the next semester.

Students with Disabilities

Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; www.ods.ohio-state.edu

Method of Instruction

This course uses Carmen and online technologies to deliver the course content. Lectures and discussions will be will take place in the online environment.

Course Expectations

Students in this course are expected to complete all readings in a timely manner, watch 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 to be completed by the individual and not a group.

Specific Course Assignments

Assignment Title	Grade
1. Methods Quizzes (online) Will occur during weeks 4, 5, 6, and 8	20
2. Tipping Point Quizzes (online) 4 total, on 7 Tipping Point articles Will occur during weeks 9, 10,11, and 12	20
3. Self-change Data Analysis Data Collection occurs during weeks 4, 5, 6; Project due at the end of Week 8 on Saturday 3/7/15 at 11:59pm	30
4. Play Doh Intervention Assignment due 3/28/15 (end of week 10)	10
5. Discussions/Class Participation	5
6. Final Exam (online) Opens April 29 th (Tuesday at 12:00am (midnight), due May 2 nd at 11:59pm)	15

The course grading scale follows the OSU standard grading scheme:

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

Required Texts and Reading Sources

- Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York: Little, Brown and Company. ISBN 0316346624;
- Additional reading resources and links are provided on Carmen course site.
- You will also need to purchase two small cans of play doh. You get to pick the colors.



Course Schedule and Content (session by session)

Week 1	What is an Intervention, ethical considerations related to interventions, and sources of evidence	Week of Jan 11
	Readings	
	Rubin, A. & Bellamy, J. (2012). <i>Using research for evidence-based practice</i> . Hoboken, NJ: John Wiley & Sons Inc. Pp. 71-89.	
	Assignments	
	Discussion	
Week 2	Critical thinking, pitfalls and fallacies	Week of Jan 18
	Readings	
	Fischer, J. (1973). Is casework effective?: A review. <i>Social Work</i> , 18(1), 5-20.	
	Assignments	
	Discussion	
Week 3	Meta-analysis and systematic literature reviews	Week of Jan 25
	Readings	
	Littell, J. (2005). Lessons from a systematic review of effects of multisystemic therapy. <i>Children and Youth Services Review</i> , 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. <i>Journal of Psychiatric Research</i> , 47, pp. 1134-1142	
	Assignments	
	Discussion	
Week 4	Single subject designs, experimental designs, and interventions	Week of Feb 1
	Readings	
	Nourbakhsh, M.R. & Ottenbacher, K.J. (1994). The statistical analysis of single-subject data: A comparative examination. <i>Physical Therapy</i> , 74, 768-776.	

	Rudd, A. & Johnson, R.B. Lessons learned from the use of randomized and quasi-experimental field designs for the evaluation of educational programs. <i>Studies in Educational Evaluation</i> , 34, 180-188.	
	Assignments	
	Self Change: Begin your “self-change” data collection—baseline phase. (See details in assignment description)	
	Quiz 1: Single Subject Design	
Week 5	Quasi-experimental designs and interventions	Week of Feb 8
	Readings	
	Review Rudd & Johnson from last week. Morgan, G., Gliner, J., Harmon, R. (2000). Quasi-experimental designs. <i>Journal of the American Academic of Child & Adolescent Psychiatry</i> , 39(6), 794-796. Bawden, D.L. & Sonenstein, F.L. (1992). Quasi-experimental designs. <i>Children and Youth Services Review</i> , 14, 137-144.	
	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.	
	Quiz 2: Research Designs and Interventions	
Week 6	Samples and Intervention Studies	Week of Feb 15
	<i>Here, our aim is to identify sampling issues that might influence our confidence in the results of intervention studies about which we are reading. We also will want to take these issues into consideration if we are participating in the development or implementation of intervention evaluation or research studies. These issues begin with a review from your “Discovering Evidence” course regarding sampling from a population—probability and non-probability sampling approaches and their relative strengths and weaknesses. These potential sample bias issues are particularly important in social work intervention because sampling approaches influence our conclusions regarding for whom an intervention might or might not work (external validity issues). It is also important for us to consider diversity and cultural competence issues with regard to our intervention approaches, as well as our study of intervention. We will introduce the concepts of study inclusion and exclusion criteria,</i>	

	<i>which will become more fully developed in the next weeks when we talk about measurement issues. We will also talk about issues of sample size, non-random study dropout, and effect size as they relate to interpreting the findings of intervention research reports.</i>	
	Required Readings	
	<p>Carlson, R., Wang, J., Siegal, H., Falck, R., & Guo, J. (1994). An ethnographic approach to targeted sampling: problems and solutions in AIDS prevention research among injection drug and crack-cocaine users. <i>Human Organization</i>, 53(3), 279-286.</p> <p>Goodman, J. & Blum, T. (1996). Assessing the non-random sampling effects of subject attrition in longitudinal research. <i>Journal of Management</i>, 22(4), 627-652.</p> <p>Babcock, J., Green, C., & Robie, C. Does batterers' treatment work? A meta-analytic review of domestic violence treatment. <i>Clinical Psychology Review</i>, 23, 1023-1053.</p>	
	Assignments	
	Analyze Self-Change Data	
	Quiz 3: Samples and Interventions	
Weeks 7 and 8	Measurement and Intervention Research	
	<p><i>This module begins with a quick review of measurement in social work research. We will review the concept of variables versus constants and the difference between independent and dependent variables. We will also review the different levels of measurement (nominal, ordinal, ratio, and interval) and begin to apply these concepts to how these levels have been and can be used to measure different aspects of practice. The discussion will focus primarily on how to find and evaluate measures. We will specifically examine how you find measures that can be used to evaluate client outcomes within a practice AND in intervention research. It will be important for us to identify different measures to show the differences between screening, assessment, and outcomes. Our conversation will also include a discussion on how we measure success and who defines success (e.g., client, practitioner, program). We will have a brief discussion on measuring risk and our ability/inability to show change in risk and what does this mean for social work practice (child welfare practice).</i></p> <p><i>You will be introduced to a series of standardized instruments appropriate to use in social work practice (www.walmyr.com). The goal of the lectures is to help you develop and understand different criteria used to evaluate instruments. Some of the evaluation criteria</i></p>	

	<p><i>include, reliability, validity, norms, client burden, and diversity bias. We will also discuss other ways of measuring client progress including self-anchored rating scales and observations. Finally, we will explore client satisfaction as a variable and discuss different strengths and weaknesses of measurement approaches of client satisfaction (see Hudson & McMurtry scale).</i></p>	
Week 7	Review of measurement and finding and critiquing instruments	Week of Feb 22
	<ul style="list-style-type: none"> -Screening -Client satisfaction 	
	Readings	
	<p>Westen, D. & Rosenthal, R. (2003). Quantifying construct validity: Two simple measures. <i>Journal of Personality and Social Psychology</i>, 84(3), 608-618.</p>	
	Assignments	
	Finish collecting and analyze self change data	
Week 8	<p>Finding and critiquing instruments, continued</p> <p>Assessment</p> <ul style="list-style-type: none"> -Goal attainment -Observation -Self-anchored rating scales -Standardized -Therapeutic alliance and engagement 	Week of Mar 1
	Readings:	
	<p>Magill, M., Mastoleo, N., Apodaca, T., Barnett, N., Colby, S., Monti, P. (2010). Motivational interviewing with significant other participation: Assessing therapeutic alliance and patient satisfaction and engagement. <i>Journal of Substance Abuse Treatment</i>, 39, 391-398.</p> <p>Berry, M., Cash, S., & Mathiesen, S. (2003). Validation of the strengths and stressors tracking device with a child welfare population. <i>Child Welfare</i>, 82(3), 293-318.</p>	
	Assignments	
	Self-change Assignment Due	
	Quiz 4: Measurement	
Weeks 9	Measuring Intervention Process	

and 10	<p><i>So far we have emphasized the kinds of studies that help us understand intervention outcomes. However, it is also important for us to understand some things about the intervention process, as well. This is all about understanding the “black box” of intervention—what actually happens with intervention, and what are the critical elements of an intervention versus what are the “extra” elements that do not have an impact on outcomes (common elements in successful interventions). When we are reviewing literature about a certain intervention we also need to know how “true to form” the intervention actually delivered is compared to the intervention as intended. In other words, was there comparability or was there a certain amount of drift from the intervention protocol (intervention fidelity). An intervention may be delivered as intended, however the clients and practitioners may not find it acceptable and/or the client may not be able to adhere to the intervention protocols. One example of adherence to protocol issues that we will discuss is in relation to an intervention to help HIV/AIDS patients taking their medication as prescribed. One intervention was an adherence watch that would remind the client to take their medications. Other examples will be discussed to further illustrate these concepts. We will also discuss how practitioner characteristics can influence outcomes so that we can better understand how to measure extraneous variables that influence our ability to make decisions about interventions. Finally, we will explore methods of matching client needs to services (Project Match and SC research).</i></p>	
Week 9	Logic models/Black box intervention, implementation evaluation	Week of Mar 8
	Readings	
	<p>McLaughlin, G.B., & Jordan, J. (1999). Logic models: A tool for telling your program’s performance story. <i>Evaluation and Program Planning</i> 22, 65-72.</p> <p>Yampolskaya, S., Newman, T., Hernandez, M., & Koch, D. (2004). Using concept mapping to develop a logic model and articulate a program theory. <i>American Journal of Evaluation</i>, 25(2), 191-207.</p>	
	Tipping Point Review Lecture	
	<p>Tipping Point, Introduction and Chapter 1</p> <p>Tipping Point Article for Quiz Darley, J. & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. <i>Journal of Personality and Social Psychology</i>, 8, 377-383.</p>	

	Assignments	
	Tipping Point Quiz 1.	
	No Class March 16-21	
Spring Break		
	Fidelity/flexibility/adaptability of Interventions	
Week 10		Week of Mar 22
	Readings	
	<p>Castro, F. G., Barrera, M., Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions of fidelity and fit. <i>Prevention Science</i>, 5, 41-45.</p> <p>Rubin, A. (1997). The family preservation evaluation from Hell: Implications for program evaluation fidelity. <i>Children and Youth Services Review</i>, 19(1/2), 77-99.</p>	
	<p>Tipping Point, Chapters 2&3</p> <p>Tipping Point Articles for Quiz</p> <p>Milgram, S. (1967). The small world problem. <i>Psychology Today</i>, 1, 60-67.</p> <p>Mullen, B., et al. (1986). Newscasters' facial expressions and voting behavior of viewers: Can a smile elect a President? <i>Journal Personality and Social Psychology</i>, 51, 291-295.</p>	
	Assignments	
	Tipping Point Quiz 2	
	Play Dough Activity	
	Qualitative designs and Interventions	
Week 11		Week of Mar 29
	Readings	
	<p>Center for Nursing Excellence: Critiquing Qualitative Research: http://libguides.lhl.uab.edu/content.php?pid=196639&sid=1646547</p>	
	<p>Tipping Point, Chapters 4&5</p> <p>Tipping Point Articles for Quiz</p> <p>Haney, C., Banks, C., & Zimbardo, P. (1973). A study of prisoners guards in a simulated prison. <i>Naval Research Reviews</i>, September, 1-17.</p> <p>Valente, T., Foreman, R.K., & Junge, B. (1998). Satellite exchange</p>	

	the Baltimore needle exchange program. <i>Public Health Rep</i> 113, 90-96.	
	Assignment: Tipping Point Quiz 3	
	Mixed Methods Research and Statistical Approaches for Analyzing Intervention Data	
Week 12		Week of April 5
	Readings	
	Palinkas, L., Aarons, G., Horwitz, S., Chamberlain, P., Hirlburt, M., Landsverk, J. (2011). Mixed method designs in implementation research. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 38, 44-53.	
	Tipping Point, Chapter 7	
	Tipping Point Articles	
	Rubenstein, D.H. (1983). Epidemic suicide among Micronesian adolescents. <i>Social Science and Medicine</i> , 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. <i>Experimental and Clinical Psychopharmacology</i> , 2, 136-142.	
	Assignments	
	Tipping Point Quiz 4	
	Research in the Real World & Wrap-Up/Conclusions	
Week 13	This final week focuses on the social and political impacts on research and evaluation. This week we will try to answer the question “what does this all mean to me and my social work practice?” We will discuss how certain problems and interventions are influenced by politics and society and what this means for our understanding of how to work effectively with varying client (individual, family, group, community, etc.) populations. We will talk about how you can continue to engage in research as a consumer (or a producer if you choose this path) to help you best use evidence to inform the interventions you use with clients. We will also use this last week as a time to catch-up on or revisit topics presented throughout the course.	Week of April 12

FINAL EXAM OPENS 4/29/15 AND IS DUE NO LATER THAN 11:59PM ON 5/2/15

Assignments

Applying Evidence Quizzes

There will be four quizzes where you will use your critical thinking skills to critique an intervention research article. The quizzes will be about that specific methodology that is discussed that week. Remember you are working on applying the knowledge and in that, being able to distinguish between good research and not so good research.

Quizzes will be weeks 4, 5, 6, and 8

Tipping Point 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.

Quizzes will be online and will open on Sunday at midnight and will be available to take until Saturday at 11:59pm 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, 10, & 11.

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 timeframes, and will include 2 standard deviation bands.

2. Paragraph

A one-paragraph summary that describes any observed changes over time, including 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

Points

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

Play Doh Intervention Assignment (5 points)

In this assignment, you will participate in an activity that relates to social work interventions. With your purchased cans of Play Doh (see syllabus page 4), this activity will require you to become Auntie Anne pretzel making expert. We will ask you to practice making pretzels using your Play Doh after watching a training video. Afterwards, you will be separated by your groups to have certain interventions within your activity. **Please note** that you will not be working in groups, only using your assigned groups to locate your assigned intervention.

The purpose of this activity is to have you experience these interventions and to reflect on your experience within a written reflection. Please read the following directions and begin your activity:

Materials: For this activity you will need a tub of Play Doh, measuring tape, and pizza cutter (these should be something you borrow or have at home).

Phase I: Staff Training All students must watch the Auntie Anne's training video. All students should use a fresh tub of play doh and practice making pretzels for 10 minutes.

<http://www.youtube.com/watch?v=66Usli4WcXI>

Phase II: Intervention

All students will be required to make 1 Auntie Anne pretzel up to Auntie Anne's standards. All students will have 3 minutes to complete this task. You will face different challenges that are intended to mirror challenges social workers experience in the field when implementing EBPs.

Phase III: Reflection All students must write a reflection regarding this activity on intervention fidelity, training on evidence-based practice, and how to effectively translate EBP to social work. Please reflect on the challenges experiences in re-creating the pretzel and the ways in which the exercise could have been easier specifically, .

1. Was your play doh fresh or dried out? Would this have made a difference?
2. Do you think it was different to use play doh versus Auntie Anne's pretzel dough?
3. Was three minutes enough time to complete the perfect pretzel?
4. What if you didn't use a measuring tape?
5. Any other thoughts?

Your written reflection should be no more than one page and will be uploaded to a dropbox within the course (due at the end of week 10 (3/28/15)).

Online Final Exam

The final exam will be online and will open on April 29th at midnight (12:00am) and will close May 2nd at 11:59pm. 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 Applying Evidence and Tipping Point 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 your own work so that no one has to go down the Academic Honor Code violation path.

Extra Credit Opportunities

- 1. Popular media and critical thinking (2 points):**
 - a. Find and watch a popular media (Nightly News, MSNBC, etc.) story on a research study related to a client population we serve (elderly, children, families, etc.). Find the article that they cited in the story. Write a one page paper on the accuracy of the news media's reporting of the study findings.
- 2. Systematic Review or Meta Analysis (2 points)**
 - a. Find a systematic review or meta analysis, read the review and find and read one of the articles cited in the review. Write a one paragraph statement about the general findings from the review regarding whether they corresponded to the findings from the individual article you found.
- 3. Fallacies and pitfall in social work practice. (1 point)**
 - a. Identify a situation where a fallacy and/or pitfall in critical thinking is evident in social work practice.
 - b. Write a one paragraph statement that identifies the fallacy and/or pitfall and discuss the impact of the fallacy/pitfall on our belief about programs or client populations.