PSYED 2543: Evidence-Based Interventions in Real World Contexts, Part 2

Course Description
Evidence-based interventions (EBIs) are the foundation of effective and high-quality prevention and intervention programs in education, human services, and healthcare. In this second part of this 2-course sequence, students will: learn about and apply qualitative and quantitative data-based decision-making techniques and measures to collect evidence of child/youth daily performance and to assess the dimensions of various home, school, and community contexts which hinder or promote progress; create EBI plans for individuals and groups to promote progress in real-world settings; apply a short-term EBI in a real-life case situation; and evaluate the quality, impact, or outcomes of the data-based decision making methods and process.

Required Readings
All readings are available online, through the Pitt Library System, or will be posted on blackboard.

At the conclusion of this course, students should be able to:
1. Describe key issues (and responses) that arise when understanding the situation, making a plan, assessing the enactment of the plan, making data-based decisions, and taking the plan to the next level.
2. Make a viable implementation plan that is responsive to the context and support resources.
3. Use their knowledge about implementation science to engage with the world via policy.

Course Information
Instructor: Shannon Wanless, Ph.D.
Email: swanless@pitt.edu
Office: 5937 Posvar Hall
Blackboard: http://courseweb.pitt.edu
Grading & Assignments

Total 100 points.

1. **Remaining Questions** *(10 points).* At the conclusion of class, students will write down 2 take away points from the discussion and 1 question they still have. Each student will be responsible one week for collecting the information and compiling the 2 take away points that everyone wrote. The student will post the 2 take away points on our ongoing discussion board on Blackboard.

Also, the student will choose one remaining question and make an effort to find an answer and/or resources to address the question. This might include rereading the course readings, looking at the library for other scholarly articles, searching online for examples of programs or tools, etc. At the start of the next class, the student will share the answer to that question via an informal presentation (no technology needed). DUE: Varies

2. **Mid-term Exam** *(25 pts.)* This exam will be taken individually, in class, open-note, and will require you to apply what you have learned in class to real world challenges. There will be 3 questions, each worth 8 points, drawn from material presented up until the exam (+1 point for overall quality). You should bring your textbook, articles, and notes to class so you can heavily draw from them in your responses. DUE: Week 7, taken in class.

3. **Coach and Be Coached Assignment** *(Presentation = 15 points; Paper = 25 points).* Throughout the term you will be working with a partner to coach them to meet their New Year’s Resolution, AND to be supported in meeting your own New Year’s Resolution. You are expected to touch base every week (in person, by phone, email, etc.). After each time you touch base, you will record notes about your meeting and complete two quantitative rating scales (one about coaching, and one about being coached). We will create those scales in class and will discuss what should be included in your notes. All of these weekly interactions and data will contribute to your final presentation and paper.

   **Presentation.** You will be presenting in class with your partner, although you will each have your own distinct responsibilities and will be graded separately. Your presentation will be about your experience as a coach, and being coached. You will use 3 main ideas from our course readings to describe and interpret your experience. You and your partner do not need to choose the same 3 main ideas. More detail will be provided in class. DUE: Week 14, in class.

   **Paper.** You will be preparing a 10 page (double-spaced, 12 pt font, Times New Roman, 1 inch margins) paper about your experience as a coach, and being coached. Like your presentation, you will use 3 main ideas from our course reading and 15 additional sources from the library, to describe and interpret your experiences. Please include your weekly notes and data from your rating scales as an Appendix to the paper. More detail will be provided in class. DUE: Week 15, before class starts.

4. **Final Exam** *(25 pts.)* This exam will be taken individually, in class, open-note, and will require you to apply what you have learned in class to real world challenges. There will be 3 questions, each worth 8 points, drawn from material presented from the whole term (+1 point for overall quality). You should bring your textbook, articles, and notes to class so you can heavily draw from them in your responses. DUE: Week 16, taken in class.

> All assignments and exams should be submitted on blackboard. > No late assignments are accepted unless arrangements have been made with the professor prior to the due date. > Any late assignments (without prior arrangement) or plagiarism will result in 0 points for that assignment.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 9&lt;sup&gt;th&lt;/sup&gt;</th>
<th><strong>Introduction</strong></th>
<th><em>What you should prepare for class today:</em> 😊 Your enthusiasm for learning about implementation science!</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Jan 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>NO CLASS</strong></td>
<td>MLK Day – See the University’s Day of Service <a href="https://www.eventbrite.com/e/dr-martin-luther-king-jr-day-of-service-2017-tickets-30078617956">https://www.eventbrite.com/e/dr-martin-luther-king-jr-day-of-service-2017-tickets-30078617956</a></td>
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*In class, we will explore RISE and ImpleMaps |
| Week 7  
| Week 8  
| Feb 27<sup>th</sup> | **Mid-term Exam** | Bring your text, notes, and articles to class so you can draw on them heavily in your answers. |
| Week 9  
| Mar 6<sup>th</sup> | **NO CLASS** | SPRING BREAK! Enjoy ✨ |
| Week 10  
| Week 11  
| Week 12  
| Mar 27<sup>th</sup> | **Digging Deeper** | A Closer Look at Your Coaching Assignment 
Troubleshooting & Analyzing your data. 
-Bring your coaching notes and data to class. |
| Week 13  
| Week 14  
| Apr 10<sup>th</sup> | **Presentations** | *Coach and Be Coached* Presentations in Class 
DUE TODAY: Coach and Be Coached Presentation in Class and Submitted on Blackboard |
### Overview of how/when you are earning points in this course:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points Possible</th>
<th>My Points</th>
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<tbody>
<tr>
<td>TBD</td>
<td>Answering Remaining Questions</td>
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<tr>
<td>8</td>
<td>Mid-term</td>
<td>25</td>
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<td>14</td>
<td>Coach and Be Coached</td>
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<tr>
<td>15</td>
<td>a. Presentation</td>
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<td>b. Paper</td>
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<td>16</td>
<td>Final Exam</td>
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A total of 100 points is possible for the course:

- 97-100% = A+
- 94-97% = A
- 90-93% = A-
- 87-89% = B+
- 84-86% = B
- 80-83% = B-
- 77-79% = C+
- 74-76% = C
- 70-73% = C-
- 67-69% = D+
- 64-66% = D
- 60-63% = D-
- Below 60% = F