

## Unit 1 Post-Test

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### THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

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### Instructions:

The following post-test questions are designed to measure your knowledge gained about the concepts presented after reviewing the content.

### Questions:

1. Which of the following is not a key component of evidence-based practice (EBP)?
  - A. Integrating the best available research evidence
  - B. Respecting client values, culture, and preferences
  - C. Leveraging practitioner expertise
  - D. Choosing the least costly intervention
  
2. True or False: An evidence-supported intervention (ESI) is any specific practice, service, policy, strategy, program, practice model, or combination thereof, which the best available evidence shows, based on rigorous evaluation, has the potential to improve outcomes for children and families.
  - A. True
  - B. False
  
3. Which of the following is not a characteristic of an ESI?
  - A. It has the potential to improve outcomes for children and families.
  - B. It can be a specific practice, service, policy, strategy, program, practice model, or combination thereof.
  - C. It relies on opinions derived from authority and tradition.
  - D. It has been studied using rigorous research methodologies.
  
4. Which of the following best characterizes evidence?
  - A. Knowledge of what worked in the past

- B. Knowledge of what is likely to work in the future
  - C. Governance by personal intuition
  - D. Both A and B
5. Which of the following best illustrates an intervention that is “well supported by evidence”?
- A. At least two rigorous randomized control trials in different usual care or practice settings have found the intervention to be superior to an appropriate comparison.
  - B. The intervention is supported by a literature review and an expert panel.
  - C. The intervention is supported by historical knowledge.
  - D. All of the above
6. Which of these statements best summarizes the distinction between EBP and ESIs?
- A. EBP can be applied by researchers, managers, and evaluators only; ESIs allow frontline staff to participate in the approach.
  - B. ESIs are specific policies, practices, and programs, whereas EBP refers to the process of utilizing the best available evidence.
  - C. ESIs build on a foundation of scientific research, but EBP is based on authority and tradition.
  - D. EBP focuses on the priorities and values of the families the agency is working with; ESIs contribute to successful implementation of randomized control trials.
7. The evidence-building movement is important because:
- A. It can improve outcomes for the children and families served by the child welfare system.
  - B. Efforts to build evidence can help address specific problems affecting your agency and your community.
  - C. It can support the expansion of the knowledge base of ESIs.
  - D. All of the above
8. Which of the following questions can be addressed through evidence building activities?
- A. What models of assessing safety and risk during a CPS investigation will most accurately identify children and families in need of protective services?
  - B. What, if any, training programs provided to parents who have maltreated their children reduce the chances of maltreatment and of children being removed from their homes?
  - C. Will training foster care workers and resource parents in trauma-informed care reduce placement disruptions and improve well-being for children in foster care?
  - D. All of the above

9. What is true about EBP in modern medicine?
- A. Patient preferences no longer matter.
  - B. Information about the safety and effectiveness of many medications and treatments is available due to rigorous testing.
  - C. The importance of medical training is diminished.
  - D. Both b and c
10. What currently is the biggest factor limiting the positive impact of EBP in child welfare?
- A. The child welfare field does not care about evidence.
  - B. The child welfare field does not like to make changes.
  - C. Very few interventions in child welfare are well-supported by evidence.
  - D. Families are resistant to new services.
11. Why is it important to produce generalizable knowledge about the effectiveness of a child welfare intervention?
- A. To meet the publication requirements of peer-reviewed journals
  - B. So that an agency that has not used the intervention before will have reliable information to use in deciding whether to adopt the intervention
  - C. So that knowledge about the effectiveness of a tested intervention can be generalized to untested interventions
  - D. None of the above