



COURSE TITLE/SECTION: SOCW 7305/19360: Evaluation of Practice

TIME: Monday 1:00-4:00 p.m.

ROOM: SW 231

FACULTY: Danielle E. Parrish, Ph.D.

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OFFICE HOURS: Monday 4:00-5:00, Wednesday 11:30-1:00, or by appointment.

OFFICE LOCATION: SW 312

OFFICE PHONE: 713-743-8105

I. Course

A. Description

Quantitative and qualitative methods to analyze clinical, administrative, program, and policy data for practice evaluation.

B. Purpose

This advanced research course prepares students to conduct practice evaluation in micro, mezzo, and macro settings. It focuses on formulating evidence-based questions on practice evaluation, selecting appropriate designs and measurements, and reporting results with descriptive statistics and qualitative data analysis.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following:

1. explain how practice evaluation is an integral part of social work practice;
2. develop measurable goals for practice evaluation with individuals, groups, organizations and communities;
3. formulate research questions for evaluating practice within the context of appropriate conceptual and theoretical frameworks;
4. describe and utilize a variety of research designs and methods (pre-post comparisons, process and outcome evaluations) that test effectiveness of services and programs;
5. select appropriate measures or tools to evaluate practice in a variety of practice settings;
6. design an evaluation study to support accountability in social work practice;
7. use appropriate statistics and qualitative methods to analyze practice outcomes;

8. examine, produce, and critique evidence-based and other research reports and make recommendations to improve practice effectiveness;
9. demonstrate awareness of research and practice ethics that takes into account diversity and differences including, but not limited to, gender, age, class, race/ethnicity, sexual orientation, and culture.

III. Course Structure

A variety of teaching methods will be used during the course of the semester, including lecture, guest speakers, class discussion, and group/class activities. This course will require active participation and interaction, with the goal of stimulating critical thinking, in-depth understanding of the material, and an appreciation of the use of research methodology and tools to evaluate social work practice. A mutually respectful and professional environment is expected.

**The instructor reserves the right to change the course schedule or due dates as necessary during the semester.

IV. Textbooks

Required:

Royse, D., Thyer, B.A., & Padgett, D.K. (2010). Program Evaluation: An Introduction (5th ed.). Belmont, CA: Thomson.

Other required readings will be posted on Blackboard under the date that each reading is due.

Recommended:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Cheung, M. & Leung, P. (2008). Multicultural practice and evaluation: A case approach to evidence-based practice. Denver, CO: Love Publishing Company.

Rubin, A. (2008). Practitioner's guide to using research for evidence-based practice. Hoboken, NJ: John Wiley & Sons.

Rubin, A. (2013). Statistics for evidence-based practice and evaluation, 3rd Edition. Belmont, CA: Cengage.

Weinbach, R.W. (2005). Evaluating social work services and programs. Boston, MA: Pearson.

V. Course Requirements

A. Reading Assignments: Reading assignments will be primarily from the Royse, Thyer, and Padgett (2010) text. Additional required readings are listed on

the course schedule and will be posted on Blackboard.

B. Weekly Quizzes (25 points): Given the experiential nature of this course, completion of the required readings before class is essential to maximize student participation and learning. To encourage these readings, **there will be a 5-item true/false quiz at the beginning of 8 designated class sessions.** Each quiz will assess whether the students read and recall the main points of the assigned readings for that session. The overall percentage of correct answers across all but two quizzes will account for 25 percent of the course grade. The two quizzes with the lowest number of correct answers will be dropped from this calculation. Regardless of the reason for absences or tardiness, any quizzes that are missed due to absence or tardiness will be included among the two dropped quizzes. If more than two quizzes are missed (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation.

C. Written Critiques of Single-System Design Articles (20 points): You will be asked to provide a written critique of two single-system design articles that will be provided on the Blackboard website. This critique should be approximately one to two pages. A list of questions will be provided in class and on Blackboard to guide your critique for each assignment. Each critique is worth 10 points for a total of 20 points.

D. Exams (50 points): There will be two exams covering the reading material and course content. Each exam is worth 25 points for a total of 50 points. Exams will test students' ability to recall, understand, apply, analyze and synthesize course content. For this reason, exams will include a combination of multiple choice and essay questions. Students are encouraged to read course materials with the goal of achieving understanding, an ability to integrate course material and apply it to real-world situations.

E. Class Participation: Thoughtful class participation will constitute 5% of the grade (**5 points**). Class participation includes participating in class/group discussions and exercises, not working on other course work or personal matters during class (including using cell phones or computers), and consistently attending and being on time to class. Attendance is not only expected, but is necessary for you to be successful in this class.

A mutually respectful and professional environment is expected at all times. This includes turning off cell phones before class and not using laptops for personal use during class. Cell phone rings, text messaging, and the use of laptops can be very distracting to others who are trying to learn, and for this reason, I do not tolerate it. For students for whom laptops are an essential tool for note taking, please sit in the back row of class (where the use of computers is less likely to distract others), and restrict computer use solely to note taking.

F. Extra Credit: There is an opportunity for earning extra credit in this class to encourage additional learning activities outside the classroom. **You may select to complete options “a” and/or “b” below –OR- option “c”, for a maximum of 10 points possible for extra credit assignments.** Students will not be able to earn more than 10 points for extra credit in this class. **The extra credit assignment(s) must be turned in by the last day of class to receive credit.**

- a. Online logic model training and video presentation:** If you are interested in learning more about program planning and evaluation, there is a video posted and an online course on logic models provided by the University of Wisconsin posted on Blackboard under September 2nd. You can earn **up to 5 points** extra credit if you complete the video and course and then provide: 1) a print out of the webpage that documents completion of the online course, and 2) a 1 pg. summary that details what you learned from these sources and how logic models may help you in your future practice.
- b. Field Agency Interview Summary (up to 5 points):** If you are interested in connecting what you are learning in class to the “real-world”, you can interview your field placement instructor (or an administrator in your placement) about the current practice or program evaluation activities taking place in your agency, observe part of this evaluation, and write up a 2 pg. summary of this interview. A list of questions and guidelines for completing the summary will be provided on Blackboard. If you are not currently placed in a field placement, you can meet with a former field agency or a current agency in the community.
- c. Practice Evaluation Abstract Submission and Poster:** Each student has the option of writing an abstract submission and developing a poster presentation for the annual GCSW research conference on an evaluation of a topic of interest. This paper can focus on the evaluation of practice at various system levels—an individual client, a family, a group, a program within an agency/organization, a community program/intervention, or a policy. One or more of the following evaluation methods can be used: 1) an outcome evaluation, which evaluates the effectiveness of an intervention, program or policy, 2) a needs assessment, 3) a process evaluation, 4) a formative evaluation or 5) a cost-benefit analysis. The paper should include all sections outlined below. This assignment is worth **a maximum of 10 points.**
- 1. Introduction/Literature Review:** The introduction will provide a clear delineation of the practice problem, the intervention/program/policy proposed, and the purpose/rationale for the evaluation. It will also provide a relevant context for understanding the proposed intervention, program or policy, and include a thorough search of relevant historical and current literature related to the particular practice issue and other efforts to address this issue. This

section ends with the evaluation questions and hypotheses.

2. Methodology: The methodology should include a clear description of the evaluation design and the rationale for its use, the sampling procedures used if using more than one client, a description of the sample being obtained or the client, procedures used to collect data, and data collection instruments.

3. Implications and Limitations: The final section of this paper—the implications and limitations--will discuss: 1) the practical implications that the proposed evaluation plan will have for the individual client, family, group, agency/organization or community (e.g., What are the possible benefits and how might this information inform future practice efforts?), and 2) The limitations of your proposed evaluation plan and how might this affect the conclusions you are able to draw from any results you would obtain.

****If you are able to implement an evaluation within your field placement or work setting and report on your results in a Results and Discussion section as a part of this assignment, you can earn up to 2 points of extra credit. Please see the instructor for more information.**

VI. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a

"U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

VIII. Policy on Academic Dishonesty and Plagiarism

Although I do not expect to encounter academic dishonesty or plagiarism in my classes, I want to be very clear about my standards regarding this. **Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course.** Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. The footnote or reference style that you choose will determine the proper format for this. Please consult the style manual that you have chosen.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class.

Also, as I will re-emphasize when on the day exams are given, **cell phones or "smart" phones of any kind are not allowed during the time an exam is given.** If a student is observed using an electronic device during an exam, the student will be asked to leave the exam and will receive a score of zero.

If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see me. I will be glad to discuss this with you, and sincerely would like to avoid any plagiarism or academic dishonesty issues. The University Policy on Academic Dishonesty can be found in your UH Student Handbook.

IX. Course Schedule and Assignments

DATE	TOPIC AND READINGS
August 26 th	Introductions; Overview of Course; Accountability & Evidence-Based Practice
September 2 nd	<u>LABOR DAY/NO CLASS</u> Please watch the posted presentation on logic models . For extra credit, you can listen to this presentation and the online logic model training from the University of Wisconsin and write a summary to earn up to 5 extra credit points (see extra credit policy).
September 9 th	<p>What is Practice Evaluation? Ethical Issues</p> <p>Readings Due for This Class (9/10/12): Royse et al. Chapters 1 & 2</p> <p><u>QUIZ #1</u> (on above readings)</p>
September 16 th	<p>Diversity & Culturally Sensitive Evaluation</p> <p><u>NO QUIZ: BE PREPARED TO COMPLETE THE FOLLOWING GROUP ASSIGNMENT IN CLASS.</u></p> <p>READ ARTICLES FOR THIS CLASS SESSION AND PREPARE A LIST OF YOUR RESPONSES TO THE FOLLOWING QUESTIONS:</p> <ol style="list-style-type: none"> 1) What are some principles of culturally sensitive practice evaluation across disparate cultures and populations? 2) What have you learned about the specific population that you read about for your chosen article (Christopher, 2005, Moradi et al, 2009, or Jones at al, 2011)? 3) What else have you learned from the readings? <p>Readings Due For This Class Discussion (9/16/12)</p> <ol style="list-style-type: none"> 1) Pickler (2008). Culture Competence in Research: Research Design and Subject Recruitment. 2) Cowles (2005). Ten Strategies for Enhancing Multicultural Competency in Evaluation. 3) Plus one of the following for group discussion for this class session: <ul style="list-style-type: none"> ✚ Christopher (2005). Recommendations for Conducting Successful Research with Native Americans. ✚ Moradi et al (2009). Counseling Psychology Research on Sexual (Orientation) Minority Issues: Conceptual and Methodological Challenges and Opportunities. ✚ Jones et al (2011). Lessons from the Viagra Study: Methodological Challenges in Recruitment of Older and Minority Heterosexual Men for Research on Sexual Practices and Risk Behaviors.

September 23 rd	<p>Needs Assessment & Qualitative/Mixed Methods</p> <p><u>QUIZ #2</u></p> <p>Readings Due For This Class (9/23/12): Royse et al. Ch. 3 & 4</p>
September 30 th	<p>Client Satisfaction Surveys & Sampling</p> <p><u>QUIZ #3</u></p> <p>Readings Due For This class (9/30/12): Royse et al. Ch. 7 & 8</p>
October 7 th	<p>Group Research Designs</p> <p><u>QUIZ #4</u></p> <p>Readings Due For This Class (10/7/12): Royse et al. Ch. 9</p>
October 14 th	<u>EXAM 1</u>
October 21 nd	<p>Pragmatic Issues in the Evaluation of Practice; Cost-Effectiveness & Cost-Analysis</p> <p>Guest Speaker: Cathy Crouch, LCSW, Executive Vice President, SEARCH Homeless Services</p> <p><u>QUIZ #5</u></p> <p>Readings Due For This Class (11/11/12):</p> <ol style="list-style-type: none"> 1) Royse et al. Ch. 10 & 13 2) Rubin (1997). "The Family Preservation Evaluation From Hell: Implications for Program Evaluation Fidelity."
October 28 th	<p>Measurement Tools & Strategies for Program Evaluation</p> <p><u>QUIZ #6</u></p> <p>Readings Due For This Class (10/21/11):</p> <ol style="list-style-type: none"> 1) Royse et al. Ch. 11 2) Springer, Franklin, & Parrish (2011). "Standardized Assessment Measures and Computer-Assisted Assessment."

November 4 th	<p>Data Analysis & Presentation</p> <p><u>QUIZ #7</u></p> <p>Readings Due For This Class (10/28/12): Royse et al. Ch. 14 & 15</p>
November 11 th	<p>Single-System Designs & Measurement</p> <p><u>QUIZ #8</u></p> <p>Readings Due For This Class (11/4/12):</p> <ol style="list-style-type: none"> 1) Rubin & Babbie. Ch. 12, ‘Single-Case Evaluation Designs.’ 2) Thyer & Meyers. Ch. 2, ‘Selecting and Locating Outcome Measures Useful in the Evaluation of Practice.’
November 18 th	<p>Single-System Designs</p> <p><u>DUE at the beginning of class:</u></p> <ol style="list-style-type: none"> 1. <u>First Article Critique Due</u> on Himle & Thyer, “Clinical Social Work and Obsessive Compulsive Disorder: A Single-Subject Investigation.” Guidelines and a rubric will be provided on Blackboard. Please submit this assignment on Blackboard by 11:59 p.m. on November 12th.
November 25 th	<p>Single-System Designs</p> <p>Select one of the following to read and complete your <u>Second Article Critique DUE at the beginning of class.</u></p> <ol style="list-style-type: none"> 1) Taber “Cognitive Behavioral Modification of an Aggressive 12-year Old Boy.” 2) Wolfe et al. “Intensive Behavioral Parent Training for a Child Abusive Mother.” 3) Ronen & Rosenbaum. “Helping Children to Help Themselves: A Case Study of Enuresis and Nail Biting.”
December 2 nd	<p>EXAM 2 (LAST DAY OF CLASSES)</p>

X. Americans with Disabilities Statement:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XI. Bibliography

Research Methods

- Bryman, A. (2004). *Social Research Methods (2nd Ed.)* New York: Oxford University Press.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally College Publishers.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.)*. Thousand Oaks, CA: Sage.
- Cresswell, J. W., & Plano, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage
- Galvan, J. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA : Pyrczak.
- Girden, E. R. (2001). *Evaluating research articles (2nd ed.)*. Thousand Oaks, CA: Sage.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of research design and social measurement*. Thousand Oaks, CA: Sage.
- Royse, D. (2004). *Research methods in social work (4th ed.)*. Pacific Grove, CA: Brooks/Cole.
- Rubin, A., & Babbie, E. (2008). *Research methods for social work. (6th ed.)*. Belmont, CA: Brooks/Cole.
- Rubin, A. (2008). *Practitioner's guide to using research for evidence-based practice*. Hoboken, NJ: John Wiley & Sons.
- Tashakkori, A., & Teddlie, C. (2002). *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks, CA: Sage.

Program Evaluation

- Berk, R.A., & Rossi, P.H. (1999). *Thinking about program evaluation (2nd ed.)*. Thousand Oaks, CA: Sage.
- Bloom, M., Fischer, J., & Orme, J.G. (2001). *Evaluating practice: Guidelines for the accountable professional (6th ed.)*. Boston: Allen & Bacon.
- Pecora, P. J., Fraser, M. W., Nelson, K. E., McCroskey, J., & Meezan, W. (1995). *Evaluating family-based services*. New York: Aldine de Gruyter.
- Pietrzak, J., Ramler, M., Renner, T., Ford, L., & Gilbert, N. (1990). *Practical program evaluation: Examples from child abuse prevention*. Newbury Park,

CA: Sage.

- Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2003). *Evaluation: A systematic approach* (7th Ed.). Newbury Park, CA: Sage
- Shadish, W.R., Cook, T.D., & Leviton, L.C. (1991). *Foundations of program evaluation: Theories of practice*. Newbury Park, CA: Sage.
- Westerfelt, A., & Dietz, T. J. (2005). *Planning and conducting agency-based research* (3rd ed.). Boston, MA: Pearson Education.

For planning an evaluation:

- <http://learningstore.uwex.edu/pdf/G3658-1.PDF>
<http://learningstore.uwex.edu/pdf/G3658-1W.PDF>

For data analysis and reporting:

- <http://learningstore.uwex.edu/pdf/G3658-6.PDF>

Complex Analyses: <http://www.statsoft.com/textbook/esc1.html>

Reporting results:

- <http://www.iwh.on.ca/products/eval/php>

Ethics, Culture

- Bradford, J., White, J., Hopnold, J., Ryan, C., & Rothblum, E. (2001). Improving the accuracy of identifying lesbians for telephone surveys about health. *Women's Health Issues*, 11(2), 126-137.
- Burnette, D. (1998). Conceptual and methodological considerations in research with non-white ethnic elders. *Journal of Social Service Research*, 23, 71-91.
- Castro, F. G., & Hernandez, N.T. (2004). Prevention research with Latino populations: Integrating cultural issues into prevention interventions. In R. Velasquez, L. Arrellano, & B. McNeill (Eds.), *Handbook of Chicana and Chicano Psychology & Mental Health*, Mahwah, NJ: Lawrence Erlbaum.
- Cheung, M. & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Company.
- Emanuel, E. J., Wendler, D., & Grady, C. (2000). What Makes Clinical Research Ethical? *JAMA*. 283:2701-2711.
- Rippey-Massat, D., & Lundy, M. (1997). Empowering research participants. *Affilia*, 12, 33-56.
- Weaver, H. N. (1997). The challenges of research in Native American communities: Incorporating principles of cultural competence. *Journal of Social Service Research*, 23, 1-15.

Measures for Practice Evaluation

- 1) **APA Online Guide to Accessing and Using Psychological Assessment Instruments** <http://www.apa.org/science/faq-findtests.html> This website provides general guidance of how to locate and stay abreast of most current published and unpublished psychological tests and measures.
- 2) **Alcohol & Drug Abuse Institute - Screening & Assessment Database** <http://lib.adai.washington.edu/instruments/> This database is intended to help clinicians and researchers find instruments used for screening and assessment of substance use and substance use disorders. Some instruments are in the public domain and can be freely downloaded from the web; others can only be obtained from the copyright holder. Provides a searchable engine, a brief description of each scale and its intended use, provide a general description of its psychometric properties and references articles that support this description, cost, who it is normed on, length of time required to administer the scale, and who to contact to obtain copies.
- 3) **Buros Institute of Mental Measurements** <http://www.unl.edu/buros> The Buros Institute of Mental Measurements provides a searchable database of a wide collection of standardized assessment measures. Information is provided regarding where to obtain the measure, but there is a fee to access the review of each measures psychometric and clinical utility. University libraries often provide free access, and perhaps some public libraries. This site can be a useful first step in getting a sense of what measurement instruments are available related to different assessment topics .
- 4) **Health and Psychosocial Instruments:** <http://www.ovid.com/site/catalog/DataBase/866.jsp>
Health and Psychosocial Instruments features material on unpublished information-gathering tools for clinicians that are discussed in journal articles, such as questionnaires, interview schedules, tests, checklists, rating and other scales, coding schemes, and projective techniques.
The database contains several categories of content -- citations to actual test documents that copyright holders authorize BMDS to make available; bibliographic citations to journal articles which contain information about specific test instruments; and a catalog of commercial test publishers and their available instruments. In addition to medical measurement instruments, HaPI presents tests used in medically related disciplines including psychology, social work, occupational therapy, physical therapy, and speech & hearing therapy.

- 5) **Psychological Measures for Asian American Populations**
<http://www.columbia.edu/cu/ssw/projects/pmap/> Dr. Marianne Yoshioka developed this site as a resource for practitioners and researchers working with Asian and Pacific Islander populations.
- 6) **Tests or Measures in the Social Sciences**
<http://libraries.uta.edu/helen/Test&Meas/testmainframe.htm> The Tests and Measures in the Social Sciences pages are provided for information purposes only. Due to US copyright laws and my professional position, the site is unable to provide copies of these instruments. To obtain any of these resources, you can:
1. Check the library closest to you to determine if it has the source volume; 2. Contact YOUR library Interlibrary Loan department or other services available at your institution Review "[Obtaining for academic purposes.](#)" when using these materials in research. Compiled by Helen Hough, Health Sciences Librarian
- 7) **University of Miami College of Psychology**
<http://www.psy.miami.edu/faculty/ccarver/CCscales.html> All of these self-report scales are available here for use in research and teaching applications. Some are translated into Spanish. All are available without charge and without any need for permission. Download or print them from the linked pages.
- 8) **American Academy of Child and Adolescent Psychiatry**
http://www.aacap.org/cs/root/member_information/practice_information/practice_parameters/practice_parameters The AACAP has published over 25 Practice Parameters. The Parameters are published as Official Actions of the AACAP in the *Journal of the American Academy of Child and Adolescent Psychiatry*. Summaries and full text parameters are available. The AACAP Practice Parameters are designed to assist clinicians in providing high quality assessment and treatment that is consistent with the best available scientific evidence and clinical consensus.
- 9) **Psychology Department at Muhlenberg**
<http://www.muhlenberg.edu/depts/psychology/Measures.html> This is an eclectic collection of standardized measures informed by resources psychology faculty and students have found. Several links are provided so that actual measures can be viewed.
- 10) **National Center for PTSD - Department of Veteran Affairs**
<http://www.ncptsd.va.gov/ncmain/assessment/> The National Center for PTSD provides information on many assessment instruments used to measure trauma exposure and PTSD.
- 11) **WALMYR Scales website** <http://www.walmyr.com/index.html>
Provides access to brief standardized assessment tools that can be used for assessment and the monitoring of practice outcomes. Information regarding the

psychometric background of the available tests is provided, and links are available to view a sample of many of the scales.

12) **Books for Locating Standardized Measures:**

- Corcoran K & Fischer J. (2007). *Measures for clinical practice: A sourcebook*. 4th Ed. (2 vols). New York: Free Press.
- J. Maltby, C.A. Lewis, & A. Hill (Eds.). (2000). *Commissioned Reviews of 250 Psychological Tests*: (2 vols). Wales, UK: Edwin Mellen Press.

Cost Analysis

The National Institute on Drug Abuse provides Cost Analysis Tools for substance abuse programs that may also be useful in determining a program's cost effectiveness:

- a. The Drug Abuse Treatment Cost Analysis Program (DATCAP) is a cost data collection instrument and interview guide designed to be used in a variety of health-related settings. The DATCAP helps collect and organize detailed information on resources used in service delivery and their dollar cost. The DATCAP instrument is available at the following Web site: <http://datcap.com/>
- b. The Services Cost Analysis Program (SASCAP) estimates the costs of substance abuse treatment services by collecting information on the resources needed by treatment programs to provide specific services and how these resource needs may differ across treatment services: <http://www.rti.org/page.cfm?nav=722>
- c. The Treatment Cost Analysis Tool (TCU TCAT) is a self-administered workbook designed for Financial Officers and Directors to allocate, analyze, and estimate treatment costs, as well as to forecast effects of future changes in staffing, client flow, program design, and other resources: <http://www.ibr.tcu.edu/pubs/datacoll/commtrt.html>
- ComTreatmentCosts

Qualitative and Mixed Methods

- Cresswell, J. W., & Plano, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Corbin, J. & Strauss, A. (2007). *Basics of Qualitative Research* (3rd ed.) Thousand Oaks, CA: Sage.
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3rd ed.). Thousand Oaks, CA: Sage.
- Miles, M. & Huberman, M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Padgett, D. K. (Ed.). (2004). *The qualitative research experience*. Belmont, CA: Wadsworth//Thomson Learning.
- Patton, M.Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddlie, C. (Eds.). (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage Publications.

Quantitative Data Analysis

Abu-Bader, S. (2006). Using *Statistical Methods in Social Work Practice*.
Chicago, IL: Lyceum Books.

George, D. & Mallery, P. (2006). *SPSS for windows, step by step, a simple guide and reference 13.0 update*. Needham Heights, MA: Allyn & Bacon.

Leech, N. L., Barrett, K. C., & Morgon, G. A. (2005). *SPSS for intermediate statistics* (2nd ed.). Mahwah, N.J.: Lawrence Erlbaum Associates.

Rubin, A. (2013). *Statistics for evidence-based practice and evaluation*, 3rd Edition.
Belmont, CA: Cengage.