



**COURSE TITLE/SECTION:** SOCW 7305/18707 Evaluation of Practice

**TIME:** Monday 6:00 – 9:00 p.m. Room SW107B

**FACULTY:** Danielle E. Parrish, Ph.D.

**OFFICE HOURS:** Monday 4-5, Tuesday 3-4,  
By appointment, Room SW 312

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## I. Course

### A. Catalog 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 competencies:

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 for this hybrid course, including online lecture followed by class discussion/activities, in class lecture followed by in class discussion/activities, online lecture only, online podcasts and interviews, and group activities. The hybrid nature of this course will require consistent adherence to the course schedule, which has been designed to maximize deep learning of the concepts and their application to real-world settings. This course will require active participation and interaction both in class and groups, 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.

**While this is a hybrid course, the amount of time devoted to class is equal to a course offered in class.** The difference between this course and Evaluation of Practice courses is that a larger portion of this course is offered online. I would like to emphasize that a mutually respectful and professional environment is expected at all times.

\*\*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 (6<sup>th</sup> 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. & Bellamy, J. (2012). Practitioner's guide to using research for evidence-based practice, 2<sup>nd</sup> Ed. Hoboken, NJ: John Wiley &

Sons.

Rubin, A. (2013). *Statistics for evidence-based practice and evaluation*, 3<sup>rd</sup> 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, as well as one written quiz for a total of 9.** 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. **The written quiz cannot be dropped and is required to earn all 25 points**
- C. 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.
- D. Team Projects (25 points):** Teams comprised of 3-4 students will choose a project from one of the options listed in Section XI at the end of this syllabus. Each project is worth 25% of the course grade (15% for the written paper plus 10% for the clarity and preparedness of the oral presentation (with visual aid). Each paper should be roughly 10-15 pages in length, and submitted and presented in class on 11/17 or 11/24. Each presentation should last about 15-20 minutes. The expectations regarding the comprehensiveness of the paper and presentation will be greater the more students that are on the team. If any team members feel that any other

team members are not equitably sharing the project workload or trying hard enough, they are expected to discuss the problem and try to resolve it as a team. No team member will have their grade affected by such concerns, and each team member will receive the same project grade. However, the instructor is willing to meet with the team as a whole, if needed and requested, to facilitate the team discussion and attempt to resolve the problem

- E. BONUS\*\* Class Participation:** You can earn up to 5 bonus points for thoughtful class participation. 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 select to complete options “a” and/or “b” and/or “c” below –OR- option “d” for a maximum of 10 points possible for extra credit assignments. The extra credit assignment(s) must be in by the last day of class to receive credit, no exception.**

- a. Online logic training:** If you are interested in learning more about program planning and evaluation, there is an online course on logic models provided by the University of Wisconsin posted on Blackboard under September 2<sup>nd</sup> (or available here: <http://www.uwex.edu/ces/lmcourse/>). 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. **SAMMIE (Successful Assessment Methods and Measurement in Evaluation) Web Portal (up to 5 points):** If you are interested in expanding your knowledge and skills in program evaluation, there is an online program provided by The Great Lakes Center for Agricultural Safety and Health, Ohio State University Extension Office of Program Development and Evaluation, and U CARES/OSU Extension: <http://sammie.osu.edu/>. You will need to set up an account. You can earn **up to 5 points** extra credit if you complete this course and provide: 1) the print outs of the webpage that documents successful completion (at least 70%) of the “Testing Your Knowledge” quizzes, and 2) a 1 pg. summary that details what you learned from the 10 modules and how it may help you in your future practice.

Requirements:

- a. Complete Modules #1-8.
  - b. Choose and Complete 2 additional Modules (9 through 22).
  - c. For each Module, you will complete the:
    - Readings
    - Watch the “Ready for Action” video or read the video script.
    - Complete “Testing Your Knowledge” quizzes & print results (if applicable).
  - d. Write a 1 page summary of what you learned from the 10 modules and how it may help your practice.
- d. **Poster Presentation:** Each team has the option of writing an abstract submission and developing a poster presentation for the annual GCSW research conference based on their required team project. If the abstract submission is accepted for presentation at the conference, and the student completes the presentation, **up to 10 additional points can be earned.**

## 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%  
B = 84-87.9%  
B- = 80-83.9%

C- = 68-71.9%  
D = 64-67.9%  
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.

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.

**Perhaps most important, academic dishonesty cheats you out of an opportunity to learn and develop as a competent social work practitioner.**

## IX. Course Schedule and Reading Assignments

WEEK OF...	TOPIC AND READINGS
August 25 <sup>th</sup> (In Class Only)	<p><b>Introductions; Overview of Course; Evidence-Based Practice Overview</b></p> <p><b><u>Task List:</u></b>            1) Listen to the following podcasts: Dr. Danielle Parrish (SW Podcast) and Dr. Bruce Thyer (inSocialWork Podcast)</p>
September 1st (Online Only)	<p><b><u>LABOR DAY</u></b> (class is online for the week, but nothing is due on the holiday)</p> <p><b>What is Practice Evaluation? Ethical Issues, Overview of Evaluation Methods</b></p> <p><b><u>Task List:</u></b>            1) Read Chpts. 1 &amp; 2 and take online <b>Quiz 1</b> (available Friday, August 29th) on the readings before watching next week's lecture. *The quiz must be taken to view the lecture.            2) Watch online lecture "What is Practice Evaluation? Ethical Issues" by September 8th. (available online by Friday, August 29th)</p>
September 8 <sup>th</sup> (Lecture Online; In Class Activity)	<p><b>Needs Assessment &amp; Qualitative/Mixed Methods</b></p> <p><b><u>Task List:</u></b>            1) Read Chpts. 3 &amp; 4 and take online <b>Quiz 2</b> on the readings.            2) Watch online lecture, "Needs Assessment &amp; Qualitative/Mixed Methods" by 6 P.M. on Monday September 8th (in time for next class, as we will be applying this information in class).            3) Attend class for questions/in-class ethics and needs assessment/qualitative research applied activities from 6:00 - approximately 7:30.</p> <p><i>*This is a good week to work on the online logic model extra credit assignment if you are interested in this. If you are a macro student, it is highly recommended.</i></p>

<p>September 15<sup>th</sup> (Lecture Online; In Class Activity)</p>	<p><b>Client Satisfaction Surveys &amp; Sampling</b></p> <p><b>Task List:</b></p> <ol style="list-style-type: none"> <li>1) Read Royse et al. Chpts. 7 &amp; 8 for next class and take online <b>Quiz 3</b>.</li> <li>2) Watch online lecture, ""Client Satisfaction Surveys &amp; Sampling"" by 6 P.M. on Monday, September 15th (in time for next class, as we will be applying this information in class).</li> <li>3) Attend class for questions/in-class needs assessment/qualitative research applied activity from 6:00 - approximately 7:30.</li> </ol>
<p>September 22<sup>nd</sup> (In Class Only)</p>	<p><b>Building &amp; Evaluating Programs</b></p> <p><b>Task List:</b></p> <ol style="list-style-type: none"> <li>1) Read Royse et al. Chpts.5 &amp; 9 and take online <b>Quiz 4 before class</b>.</li> <li>2) Attend in class lecture. We will be in class all three hours; and will need every second. Get a good dinner and be ready to concentrate!</li> </ol>
<p>September 29<sup>th</sup> (Lecture Online; Class Activity)</p>	<p><b>Measurement Tools &amp; Strategies for Program Evaluation</b></p> <p><b>Task List:</b></p> <ol style="list-style-type: none"> <li>1) Read Royse et al., Chpts. 11 &amp; 12 and take online <b>Quiz 5</b>.</li> <li>2) Watch online lecture on ""Measurement Tools &amp; Strategies by September 29th at 6:00 P.M.</li> <li>3) Attend class for questions/in-class needs assessment applied activity from 6:00 - approximately 7:30.</li> </ol>
<p>October 6<sup>th</sup> (Online Only)</p>	<p><b>Pragmatic Issues in the Evaluation of Practice &amp; Efficiency/Cost Analysis</b></p> <p><b>Task List:</b></p> <ol style="list-style-type: none"> <li>1) Read Royse et al Chpts. 10, 13 and Rubin (1997) ""The Family Preservation Evaluation from Hell: Implications for Program Evaluation Fidelity."", and complete online <b>Quiz 6</b>.</li> <li>2) Watch online lecture on cost-analysis and listen to interview with Dr. Allen Rubin by October 12th at 11:59 p.m. (preferably sooner since you have an exam the next day!)</li> <li>3) Class participation bonus opportunity: post a question or answer/comment about the readings on Blackboard; or about the upcoming exam.</li> <li>4) Study hard and set up a time to meet with me during office hours or when convenient if needed, or shoot me an email with your questions.</li> </ol>
<p>October 13<sup>th</sup> (In Class)</p>	<p><b>EXAM 1</b></p>

<p>October 20<sup>th</sup> (In Class)</p>	<p><b>Single-System Designs &amp; Measurement Part I (Basics)</b></p> <p><b>Task List:</b>  1) Read Rubin &amp; Babbie Ch. 12 &amp; Thyer &amp; Meyers Ch. 2 and take online <b>Quiz 7 before class.</b>  Attend in class lecture (6-9)</p>
<p>October 27<sup>th</sup> (In Class Activity Only; No Lecture)</p>	<p><b>Single System Designs &amp; Measurement Part II (Application)</b></p> <p><b>Task List:</b>  1) Read and critique one of the three following articles by answer the following questions (1 point each). <b><i>This is an independent assignment and it counts as Quiz 8 which is due at the beginning of next class session.</i></b></p> <ul style="list-style-type: none"> <li>• What kind of single-case design was used?</li> <li>• Did the design control adequately for regression to mean, passage of time, and (to a lesser extent) history? How? If not, what was the limitation of the design?</li> <li>• Were the measurement points unbiased and relatively unobtrusive? Why or why not?</li> <li>• Was the intervention clearly described and easy to replicate? Why or why not?</li> <li>• Were you convinced by the outcomes that the intervention was effective? Why or why not?</li> </ul> <ul style="list-style-type: none"> <li>➤ Taber “Cognitive Behavioral Modification of an Aggressive 12-year Old Boy.”</li> <li>➤ Wolfe et al. “Intensive Behavioral Parent Training for a Child Abusive Mother.”</li> <li>➤ Ronen &amp; Rosenbaum. “Helping Children to Help Themselves: A Case Study of Enuresis and Nail Biting.”</li> </ul> <p>2) Turn in <b>Quiz 8</b> (typed) at beginning of class.  3) Participate in class activities from 6:00-approximately 8:00.</p>
<p>November 3<sup>rd</sup> (In Class)</p>	<p><b>Data Analysis &amp; Presentation</b></p> <p><b>Task List:</b>  1) Read Ch. 14 &amp; 15 and complete online <b>Quiz 9 before class.</b>  Attend in class lecture 6-9</p>

November 10 <sup>th</sup> (Meet in Groups Only; No Organized Class)	<p><b>Diversity &amp; Culturally Sensitive Evaluation</b></p> <p><b><u>Task List:</u></b></p> <p>1) Listen to brief online lecture on Diversity &amp; Culturally Sensitive Evaluation</p> <p>2) Complete readings below for group activity by the time your group is scheduled to meet and complete the assignment. <b><u>The assignment is due November 17th by 6:00 P.M. Responses to this assignment will count towards your participation bonus, and all group responses will be consolidated and shared with students in the class as a future resource.</u></b> Groups must consist of 3-5 individuals. Please email a copy with all of your group member's names to dparrish@uh.edu by the due date/time.</p> <p><b>Readings</b></p> <p>1) Pickler (2008). Culture Competence in Research: Research Design and Subject Recruitment.</p> <p>2) Cowles (2005). Ten Strategies for Enhancing Multicultural Competency in Evaluation.</p> <p>3) Plus one of the following for group discussion:</p> <ul style="list-style-type: none"> <li>▪ Legiecq &amp; Bailey (2004). Evaluating from the outside: Conducting cross-cultural evaluation research on an American Indian Reservation.</li> <li>▪ Herek et al. (1991). Avoiding Heterosexist Bias in Psychological Research.</li> <li>▪ Moradi et al (2009). Counseling Psychology Research on Sexual (Orientation) Minority Issues: Conceptual and Methodological Challenges and Opportunities.</li> </ul> <p>Read articles above and prepare a list of your responses to the following questions in preparation for the group discussion:</p> <p>1) What are some principles of culturally sensitive practice evaluation across disparate cultures and populations?</p> <p>2) What have you learned about the specific population that you read about for your chosen article (Legiecq &amp; Bailey 2004 or Moradi et al, 2009)?</p> <p>3) What else have you learned from the readings? Anything surprising or that you disagreed with?</p> <p>3) Work on group presentations; review for Exam 2</p>
November 17 <sup>th</sup> (In Class)	<b>Evaluation Team Presentations (you will evaluate your peer's presentation)</b>
November 24 <sup>th</sup> (In Class)	<b>Evaluation Team Presentations (you will evaluate your peer's presentation); Review For Exam 2</b>
December 1 <sup>st</sup> (In Class)	<b>EXAM 2</b>

**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.

## **XI. Team Project Options:**

As mentioned in Section V (part D) of this syllabus, teams of 2-4 students will choose to complete one of the following projects for 25% of their course grade. If the project requires learning content that will be covered in a later class session after the students commence the project, they are encouraged to read up on that material in advance of its appearance in the course schedule and to seek out (as a team) instructor tutelage on that content as early as feasible.

- A.** Obtain a client satisfaction form from two agencies with which you are familiar. Critically appraise the methodological quality of each form, and revise each as needed to make it better.
- B.** For an agency or community with which you are familiar, design a needs assessment that includes key informants and a community survey, including instruments and sampling plans. Provide rationales for your decisions.
- C.** Obtain an actual program evaluation report from an agency with which you are familiar. Discuss the report with its author(s), if possible. Critically appraise the report based on the following:
  - a. The guidelines in Chapter 15 of Royce et al.
  - b. The methodological rigor and cultural sensitivity of the evaluation
  - c. The extent to which the evaluation and/or its report may have been influenced by political pressures
- D.** Conduct and report a self-change project using a single-case design, as follows.
  - a. The focus of the paper should be on conducting a single-case design evaluation for a self-change project for one of the students on your team. The intervention should apply to something that the student would like to improve, such as smoking less, eating better, exercising more, sleeping better, and so on.
  - b. At least one component of the intervention should be a social work intervention. For example, if the aim is to stop smoking, it is okay to include a nicotine patch as one component (assuming it is medically advisable by the individual's physician), but since that is not a social work intervention, another component would be needed, such as a behavioral modification contingency, social support/reinforcement, some sort of motivational technique, etc. Likewise, if the goal is to lose weight, it is okay to include a dietary component, but since that is not a social work intervention, another component would be needed – perhaps some sort of social or behavioral intervention to motivate the student to keep to her diet, etc.
  - c. Formulate and implement a single-case design to evaluate the effectiveness of the intervention you develop, collect data for it, and report and interpret its results.
  - d. Although only one team member will be the focus of the

intervention, other team members can help in formulating the design and measurement plan, implementing the intervention (for example, by serving as a support group, accompanying the focused team member in exercising, and so on), preparing graphs, and writing the report.

- e. The chief criteria in evaluating your paper will be the quality of the graph of results and its interpretation, NOT whether the intervention was effective.
- f. Your paper can be guided by the following outline:
  - Briefly describe the self-change goal.
  - Briefly describe the chosen intervention. (The intervention need not be evidence-based. Just choose something that makes sense to you and is feasible for you.)
  - Describe your research design and why you chose it (e.g., AB, ABAB, etc.).
  - Describe and justify what you measured, source of data, any measurement instruments used, who measured, and when each measurement was taken.
  - Identify and justify how many data points were in each phase.
  - Provide a graph of your data points and interpret the visual significance (or lack thereof) of the graph, discuss alternative plausible interpretations, and draw conclusions.

**E.** Propose an outcome program evaluation within an agency/organization, a community program/intervention, or a policy. Use Royce et al., Chapter 15, as a guide for writing this proposal. The proposal should include all sections outlined below.

- **Introduction/Literature Review:** The introduction will provide a clear delineation of the practice problem, the proposed intervention, program, or policy 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.
- **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.
- **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 clients, the agency/organization, or the 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 5 points of extra credit.*

- F.** Conduct an analysis of data within your field or employment agency and write a formal program evaluation report. Please see the instructor with details as early in the semester as possible if this is of interest, and ensure that you have permission to conduct this analysis in your agency and present the results in class.
- G.** Other: Students can propose for instructor approval an alternative project option. If so, the earlier in the semester the approval is obtained, the better.

## **XII. Bibliography**

### **Research Methods**

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- 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 (2<sup>nd</sup> 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 : Pycszak.
- Girden, E. R. (2001). *Evaluating research articles ( 2<sup>nd</sup> 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 (4<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks/Cole.
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## Program Evaluation

- Berk, R.A., & Rossi, P.H. (1999). *Thinking about program evaluation* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Bloom, M., Fischer, J., & Orme, J.G. (2001). *Evaluating practice: Guidelines for the accountable professional* (6<sup>th</sup> 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* (7<sup>th</sup> 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* (3<sup>rd</sup> 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>

## Ethics, Culture

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## 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](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*. 4<sup>th</sup> 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* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Sage.
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Miles, M. & Huberman, M. (1994). *Qualitative data analysis* (2<sup>nd</sup> 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*, 3<sup>rd</sup> Edition. Belmont, CA: Cengage.