



COURSE TITLE/SECTION: SOCW 7305/19558 Evaluation of Practice

TIME: Tuesday 6:00 – 9:00 p.m. Room SW107A

FACULTY: Allen Rubin Ph.D.

OFFICE HOURS: Tuesday noon-1:00pm, 5:00-6:00pm,
or by appointment Room SW342

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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. & Bellamy, J. (2012). Practitioner's guide to using research for evidence-based practice, 2nd Ed. 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 10 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 4 quizzes will account for 30 percent of the course grade. The 4 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 4 dropped quizzes. If more than 4 quizzes are missed (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation. Each quiz will begin at the start of each class session and will end 10 minutes later. Students must turn in their completed quiz at that 10-minute interval regardless of what time they arrive in class and regardless of the reason for tardiness. Because so many quizzes will be dropped from the calculation, no matter how serious, justifiable, or tragic the reason for the absence or tardiness students will not be permitted to make up any missed quizzes or to continue taking a quiz after the 10-minute interval has elapsed.

- 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. 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 2-4 students will choose a project from one of the options listed in Section XII 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 11/25 or 12/2. 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 may 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.** Students will not be able to earn more than 10 points for extra credit in this class (unless earning the 2 additional bonus parts on option “c”). **The extra credit assignment(s) must be turned in by the last day of class to receive credit, no exceptions.**

- a. **Online logic model 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: <http://www.uwex.edu/ces/lmcourse/>. You can earn **up to 5 points** extra credit if you complete the course and then provide: 1) a print out of the webpage that documents completion of the online course, and 2) a 1 page 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-page 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 5 additional points can be earned for a total of up to 10 points.**

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. Course Schedule and Reading Assignments

DATE	TOPIC AND READINGS
August 26 th	<p>Introductions; Overview of course; Why evaluate; Evaluation purposes and types; Ethical issues; Cultural issues</p> <p>Readings: Royse et al. Chapters 1 & 2</p>
September 2 nd	<p>Evaluation for program planning and monitoring</p> <p>Readings Due for This Class: Royse et al. Chapters 3 & 5</p> <p><u>QUIZ #1</u> (on above readings)</p>
September 9 th	<p>Client satisfaction surveys & Sampling</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Royse et al. Chapters 7 & 8 2) Rubin, A. & Parrish, D. (2007). "Views of Evidence-Based Practice Among Faculty in MSW Programs: A National Survey." <i>Research On Social Work Practice</i> <p><u>QUIZ #2</u> (on above readings)</p>
September 16 th	<p>Quantitative measurement tools and strategies for program evaluation</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Royse et al. Chapters 11 & 12 2) Rubin, A. & Parrish, D. (2009). "Development and Validation of the EBP Process Assessment Scale: Preliminary Findings," <i>Research on Social Work Practice</i> <p><u>QUIZ #3</u> (on above readings)</p>
September 23 rd	<p>Qualitative and mixed methods in evaluation</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Royse et al. Chapter 4 2) Freundlich, M., et al. (2007). "Care or Scare: The safety of youth in..." <i>Child Abuse and Neglect</i> <p><u>QUIZ #4</u> (on above readings)</p> <p>Review of course content so far. Students will have the opportunity to ask questions and seek clarification about any of the foregoing content.</p>
September 30 th	<p>Evaluating program outcome and efficiency</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Royse et al. Chapters 9 & 10 2) Black et al. "Evaluating a Psychoeducational Sexual Assault Prevention Program Incorporating Theatrical Presentation, Peer Education, and Social Work"

	<u>QUIZ #5 (on above readings)</u>
October 7 th	<u>EXAM 1</u>
October 14 th	<p>Single-system designs for evaluating practice outcome</p> <p>Readings Due For This Class: Rubin & Babbie (2013), Ch. 12, Single-Case Evaluation Designs.</p> <p><u>QUIZ #6 (on above readings)</u></p>
October 21 st	<p>Political, pragmatic and cultural issues in evaluating program outcome</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Royse et al. Chapter 13 2) Rubin, A. (1997). "The Family Preservation Evaluation from Hell: Implications for Program Evaluation Fidelity," <i>Children and Youth Services Review</i> <p><u>QUIZ #7 (on above readings)</u></p>
October 28 th	<p>Descriptive data analysis & presentation</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Royse et al., pages 341-351 2) Rubin (2013), Ch. 5, Graphs and Charts <p><u>QUIZ #8 (on above readings)</u></p>
November 4 th	<p>Inferential data analysis in evaluating program outcome</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Rubin & Bellamy (2012): pages 83-88; 192-204 and Appendix B <p><u>QUIZ #9 (on above readings)</u></p>
November 11 th	<p>The evidence-based practice process and implications for facilitating the evaluation of program outcome</p> <p>Readings Due For This Class:</p> <ol style="list-style-type: none"> 1) Rubin (2014), An alternative paradigm for social workers seeking to do intervention research. <i>Social Work Research & Abstracts</i> 2) Rubin (2014), Bridging the gap between research-supported interventions and everyday social work practice. <i>Social Work</i> 3) Rubin, A., Parrish, D., & Washburn, M. (in press). Outcome benchmarks for adaptations of research supported treatments for adult traumatic stress. <i>Research on Social Work Practice</i> <p><u>QUIZ #10 (on above readings)</u></p>
November 18 th	Student Team Project Presentations

November 25 th	Student Team Project Presentations Review of content for Exam 2. Students will have the opportunity to ask questions and seek clarification about any of the content covered after Exam 1.
December 2 nd	<u>EXAM 2</u>

VIII. 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**.

IX. 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.

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>

<http://sammie.osu.edu/topics.html>

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
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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.muhenberg.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.

XII. 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. Obtain pre/post data in an agency that has adopted or adapted a research supported treatment for trauma mentioned in the Rubin et al. article reading for 11/18, calculate the agency's effect size, compare it to the relevant benchmark(s) in the article, and derive implications for the agency. ***(Teams choosing this option can earn up to 5 points of extra credit, depending on the quality of their report.)***
- E. 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, 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.
- F.** 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.

- 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.